

Inspection report for early years provision

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Inspection date	21/03/2011
Inspector	Tim.Butcher
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2001. She lives with her husband and four children aged 19, 15, 13 and 12 in the village of Pill, North Somerset. The whole of the ground floor except for the kitchen is used for childminding and there is a fully enclosed garden for outside play. The family have a rabbit and a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children under eight years at any one time; of these three may be within the early years age range and of these one may be under one year. The childminder also works with an assistant. When working with an assistant they may care for a total of eight children under eight years; of these, not more than four may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder is currently minding seven children within the early years age group. The childminder also looks after children over eight years of age. The childminder walks to take and collect children from the local primary school. The setting supports children with special educational needs and/or disabilities. The provider holds a level 3 qualification in the early years and has an accredited childminder status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time with the childminder as outcomes for children and the quality of the provision are outstanding. Highly effective partnerships with parents and carers ensure that the needs of children are closely met. There is a comprehensive awareness of safeguarding issues and children have a very safe environment to play. The childminder has excellent organisation skills and is highly committed to the development of her practice. Her processes of evaluation are rigorous and over a period of time the provider has maintained continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the partnership with other providers delivering the Early Years Foundation Stage to further promote continuity of care and learning.
- develop a wider system of review of children's progress to share information with parents.

The effectiveness of leadership and management of the early years provision

The childminder places a very high importance on the safeguarding of children. She has a comprehensive awareness of safeguarding issues and a clear understanding of the measures to take to protect children. She has a clear policy and procedure as well as other detailed documentation to support her if she has a concern about a child. All adults have been suitably vetted. The childminder ensures that children have a very safe and secure environment in which to play free from potential hazards and have their welfare safeguarded. Children recognise and understand how to keep themselves safe. The childminder consistently and sensitively supports children to learn about issues of safety and as a result they show a mature response to taking responsibility about their own and each others safety. For example, when children of differing ages all wish to play inside the play house together, they are each helped to do so; and an explanation is given to prompt an awareness of each of their needs. As a result children show that they are mindful of the needs of others and adjust their play accordingly. The childminder carries out comprehensive risk assessments of the premises and for outings; and these are reviewed regularly. Comprehensive policies and procedures ensure the smooth and safe running of the setting. The childminder establishes highly positive relationships with parents and carers. They are very well informed about all aspects of their own children's achievement, well-being and development; and this ensures an excellent continuity of care for children. Parents and children have their views canvassed and acted upon; such as through the use of questionnaires. Parents report very positively indeed about all aspects of the care provided, and describe the childminder as showing genuine love and affection for the children that she looks after. The childminder places equality and diversity at the heart of the service that she provides and is effective at ensuring that all children are well-integrated within the setting. For example, her settling-in procedures support children exceedingly well so that even children who are anxious about separation gain confidence quickly. The uniqueness of each child is captured and is quickly built upon. All children benefit from the very good learning environment that the childminder creates. The resources are very good, fit for purpose and are used well to achieve the planned goals in learning and development. The childminder provides an excellent range of activities that match children's abilities and interests, and that strongly support their learning. Resources are of high quality and made to be easily accessible to children. The childminder is discerning in the resources that she makes available to children, such as her multi-cultural resources that reflect different cultures and disability. Space is managed well and used flexibly. Children experience a consistently welcoming, stimulating and child-friendly environment. The childminder has very high expectations and sets herself high standards. She demonstrates a clear commitment to the on-going development of her practice by the improvements that she has made; and through the range of training courses that she has attended. For example, she has recently gained accreditation status. Self-evaluation is rigorous and a searching analysis of the provision takes place across all areas of practice. Her plans for driving improvement are reviewed and updated regularly. Future plans include tailored and additional opportunities to review children's progress with parents. As a result the outcomes for children's

achievement are very good. The childminder establishes good communication with other professionals involved in the care of children and intends to extend these further, when this becomes appropriate.

The quality and standards of the early years provision and outcomes for children

Children are eager to attend and thoroughly enjoy their time with the childminder. The childminder provides a highly stimulating, welcoming and caring environment that is free from hazards. They make significant gains in their learning because the childminder has an excellent understanding of child development combined with an excellent understanding of the Early Years Foundation Stage. She provides a highly stimulating environment that encourages children in a wide range of often rich learning experiences, so that they enjoy and achieve. Activities are loosely based around topics that reflect on children's interests and are used skilfully and sensitively to support their learning. Activities closely match children's developmental needs. The childminder makes high quality observations of children. She uses a system of rigorous assessment to provide a clear analysis of children's abilities. She forms a comprehensive plan that covers each area of learning for each child and uses this effectively to extend children's learning. The childminder uses a well-presented learning diary to record each child's progress. As a result children make significant gains in their learning and development across each area of learning. Parents show by their positive comments in the learning profile that they feel involved in their child's learning. The childminder wishes to explore other ways for parents to share information about their children's interests to further enhance the planning process and intends to respond to the request for additional opportunities to share and review children's progress with parents.

Children very strongly benefit from the high quality interactions with the childminder. She is highly skilled and sensitive in her support to children and manages their behaviour very well. Relationships are excellent because the childminder encourages children to play a dynamic role in their learning. The childminder uses questioning and language well to get children to think, to listen and to respond. For example children independently access books to handle and to look at. They choose a favourite story to be read and sit cosily with the childminder to do this. The childminder ensures that all children are involved and are able to contribute. Those less confident are sensitively supported to have their voice heard. As a result children quickly grow in confidence and know that they are highly valued as individuals. The childminder manages the differing needs of children well. Children show high levels of independence, curiosity and concentration. They show an extremely strong sense of belonging, safety and security within the setting, for instance through their warm interactions with the childminder. She is focussed on their needs, treats them as individuals and provides an excellent role model. She skilfully helps children to feel good and sensitively encourages them to respect and to think about the needs of each other. As a result children grow in confidence and cooperate with each other. They share resources such as when using tools to roll play dough. They invite each other to become involved in their play such as during imaginative play when dressed up as fire and police services they excitedly invite others to find the fire that needs to be

put out. They show an excellent awareness of responsibility within the setting such in tidying up before moving on to another area of activity. Children's progress in communication, numeracy and literacy are very good because they are expertly supported by the childminder. She ensures all activities are meaningful and that their learning is supported on many levels simultaneously. The childminder is quick to find additional resources in response to the ideas that children offer. She is well informed about children's home situations. She uses this knowledge extremely well to support children's emotional well being such as when a child is about to become a brother. Children regularly take their play outside into the garden. For instance they have great fun blowing bubbles and younger children are shown how to blow softly. They set themselves small physical challenges such as when excitedly testing their stopping skills when using sit-on equipment. Children are encouraged to follow good personal hygiene routines and to understand the importance of a healthy lifestyle. Young children show by their responses that they have their health; physical and dietary needs closely met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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