

## Inspection report for early years provision

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<b>Unique reference number</b>	EY266467
<b>Inspection date</b>	29/03/2011
<b>Inspector</b>	Debbie Starr
<b>Type of setting</b>	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.

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## Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children aged 10 and 14 years. They live in the Milton area of Weston-Super-Mare, North Somerset. Most areas of the home are used for childminding. There is a fully enclosed garden for outside play. The family have two dogs, two cats and one rabbit.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range when working on her own. She may care for a maximum of six children within the early years age range when an assistant is present. She may also offer overnight care to two children under eight years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for seven children within the age range of the Early Years Register and seven children within the age range of the voluntary part of the Childcare Register. Two children attend on a full time basis. All other children attend on a part time basis. The childminder makes use of local facilities including toddler groups, children's centre, library and parks and takes children to and collects from local schools and pre-schools.

The childminder is a member of the National Childminding Association and a local childminding network. The childminder receives funding for the provision of free early education to children aged two, three and four years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish due to the childminder's thorough understanding of each child's individual needs which enables her to promote their welfare and development exceedingly well. The childminder's excellent knowledge and understanding of how children learn ensures they make the best possible progress. Excellent partnerships with parents and highly effective and proactive links with external agencies and other early years providers contributes significantly to ensuring continuity in children's care learning and development. The childminder works collaboratively with others to continually evaluate the quality of the provision. The childminder is always striving to improve and as a result ensures the best possible outcomes for children.

## What steps need to be taken to improve provision further?

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

- enhancing the garden area to extend learning opportunities that reflect the wider curriculum

## **The effectiveness of leadership and management of the early years provision**

Robust and rigorous checks ensure that all adults working with children are suitable to do so. Children flourish in the care of the well qualified and dedicated childminder who is committed to developing her skills through frequent training. The childminder's excellent understanding and working knowledge of child protection issues and procedures she should follow if she has a concern about a child ensures arrangements for safeguarding children are robust. Thorough risk assessments and comprehensive daily checks on all areas of her home and outings and well considered review of risk; for example, when undertaking work in the garden ensure children are cared for in a safe and secure environment where hazards are rigorously identified. All required records and documentation are well maintained, organized and shared with parents. The thoughtfully set out learning environment that is rich with symbols, letters and number enables children to easily access an extensive range of high quality toys and resources that support their play and learning and reflect their interests. Children's diversity is fully embraced through an extensive range of resources and ongoing activities that support children to recognise their own and others unique qualities through meaningful experiences.

The childminder has a strong commitment to continuous improvement as she strives for excellence. This is achieved through frequent review, reflection, and evaluation of all aspects of her provision and children's learning. This includes parents, children and local early years advisors. Consequently the childminder ensures that children thrive and are assured of the best possible outcomes. Recent self-evaluation has identified the need to develop her garden to enhance learning opportunities that reflect the wider curriculum. The childminder works closely with local colleges to support the learning and development of students entering the field of early years.

The childminder builds highly positive relationships with parents, who are exceedingly complimentary of the care given and development their children make. They are very well informed of her practice through discussion, written policies and procedures and the clear display of an abundance of information such as the Ofsted contact number, daily menus, newsletters and children's activities. Parents are frequently informed about all aspects of their own child's achievements and development through frequent discussion, access to written observations and future priorities in learning. Parents engage in an active exchange of information about their children's achievements and progress. They participate in a wide variety of opportunities to develop their own understanding of how children learn. These include open days and the sharing of specific guidance such as "Every Child a Talker!". The childminder forms highly collaborative links with interagency teams to ensure that each child is given the support they need and takes a lead role in establishing effective working relationships with other early years providers that children attend.

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

The childminder provides rich and varied experiences which meet the needs of all children exceedingly well. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide the planning of activities with a clear sense of purpose. The childminder uses her excellent knowledge of the children to ensure that priorities in learning are supported well. For instance, excellent use of open ended questioning encourages children to build upon their interests from previous experiences, develop their ideas, explore textures, recognise and develop an understanding of shape, make comparisons between objects and develop and extend their language. The childminder uses her understanding of different approaches to learning and incorporates her high quality resources to ensure children's developing language is supported exceedingly well and as a result they develop excellent skills for the future. Children are given time to develop their own spontaneous play and as a result are eager to explore and develop good problem solving skills. For example, children are immensely proud when they successfully manipulate a small knob and observe cause and effect when a small dinosaur bounces along the floor.

Children demonstrate an excellent understanding of good hygiene routines from an early age that includes the brushing of teeth after meals. They engage in a wide range of physical activities that promote their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. High quality home prepared meals and purposeful activities focused on identifying healthy choices when shopping enhance children's understanding of healthy eating. Children are taught to be safety conscious and develop a strong understanding of how to keep themselves safe both within the home and when on outings. Books are used effectively to promote discussion and enhance children's understanding of a range of hazards such as stranger danger and contact with hot drinks. Children are encouraged from a young age to walk safely and to observe road safety. Visits to the local fire brigade and visits by the local police enhance children's awareness of people who help us. Children show an extremely strong sense of security and belonging and delight in seeing themselves in the wide range of photographs on display. The taking home of props such as "Billy Bear" and sharing of their experiences at regular groups that children attend promotes a strong sense of belonging to their wider community. The childminder is highly skilled and helps children to manage their own behaviour through sensitive and appropriate guidance and effective use of props such as sand timers. Children's confidence and self-esteem increases due to the frequent praise and encouragement and consistent and clear approach by the childminder. Children's behaviour is exemplary.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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