

Inspection report for early years provision

Unique reference number	208099
Inspection date	31/03/2011
Inspector	Diana Pidgeon
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.

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Description of the childminding

The childminder was registered in 2000. She lives with her family in Dronfield Woodhouse, Derbyshire. The family has two cats and a guinea pig as pets. The whole of the ground floor is used for childminding and there are toilet facilities on the first floor. There is a safely enclosed rear garden available for outdoor play.

The childminder is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children under eight at any one time. She currently has seven children on roll, three of whom are in the early years age group. Four children are in full-time education and three of these are over eight years of age. The childminder holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a welcoming home environment where children's individual needs are at the heart of the care provided. She provides an exceptionally imaginative and inspiring range of activities for children, which fully contributes to their excellent levels of achievement. The childminder has a superb partnership with parents, ensuring they have excellent information about all elements of her service and children's care and learning. The childminder shows an exceptional commitment to the families she cares for and is always striving to make ongoing improvements that enhance the 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:

- undertaking further evaluation of the learning environment following the planned building work in order to assist ongoing development.

The effectiveness of leadership and management of the early years provision

The childminder shows a thorough commitment to her role and continuously strives to make improvements to the service she provides. Since her last inspection, when her exemplary practice was acknowledged, she has successfully implemented the Early Years Foundation Stage and ensured the outcomes for children are of the highest quality. She has a totally proactive approach to promoting the safety of children. Rigorous risk assessments that are updated frequently to reflect changing weather conditions, new children attending the setting and planned activities, demonstrate the attention given to all aspects of

safety. Extremely detailed and comprehensive safety policies and procedures indicate how children will be protected at all times. The childminder is always extremely well-prepared. For example, she carries her phone on her at all times and has very well-equipped emergency bags that she takes when evacuating the home or taking children on outings. These ensure she is well-prepared to deal with any eventuality. The childminder has a clear knowledge of her responsibilities towards safeguarding children from abuse and neglect and is fully able to implement her detailed policy. She keeps her training in this area up-to-date and ensures effective steps are in place to ensure all adults coming in to contact with children are suitable to do so.

The childminder provides a welcoming, child-centred environment. She has a wealth of good quality toys and equipment, which she uses effectively to engage children and inspire their learning. Children use two rooms on the ground floor as play areas and move freely between these as they follow their own ideas and interests and access toys independently. Furthermore, the childminder makes excellent use of her garden all of the year round and this provides a valuable outdoor learning area. The childminder builds exemplary partnerships with parents, exchanging information reliably so that children's individual needs are always given the highest priority. During the enrolment process she gathers comprehensive information about each child and agrees care plans and business arrangements so that parents are aware of the service to be provided. Recent improvements to her practice involve secure online access to children's records by parents, enabling them to be kept up-to-date in ways that are accessible to them. They receive daily diaries, photos and updates to children's achievements on a daily basis and can check and comment on these making it a highly beneficial system. The childminder works to include all families and provides duplicate records when appropriate and information in hard copy format for those who wish. This ensures her service is responsive to all users. The childminder works effectively with other providers and is constantly seeking ways to share good practice and develop her service. She is working collaboratively with another setting to develop further outdoor opportunities for minded children in the local area by accessing woodland.

The childminder is proactive in seeking to improve her practice and involves parents and children in her evaluation process. She constantly builds upon her knowledge and skills through attending training and implements ideas she learns. For example, she is making rain catchers with the children following a recent short course on outdoor play. Through rigorous self-evaluation she has identified how further improvements may be made and has clear plans in place to expand the learning environment with an extension to the home. Her plans for further development are well-targeted, showing an excellent capacity for sustained improvement.

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

Children demonstrate high levels of enthusiasm as they play and make significant gains in their learning. They are confident to express their ideas and opinions and

show high levels of independence, curiosity and imagination. The childminder has an excellent understanding of how children learn and make progress towards the early learning goals. She offers a personalised approach to learning which ensures every child receives challenges that are realistic and achievable. All activities start from children's interests and provide them with experiences that considerably enhance what they know and can do. For example, activities planned around children's interest in different types of transport is extended by involving all children in building a giant space rocket which is transformed gradually into a valuable role play area. Young children demonstrate excellent levels of independence as they operate battery operated trains and understand how switches are used to move these forwards and backwards. Children choose what activities they wish to use and the childminder is expert in understanding when to support and when to stand back and let children follow their own ideas. As children use art materials she allows them to be fully expressive and give meaning to their own unique creations.

The childminder makes excellent use of the outdoor area and children are able to play in her garden all year round. She provides all weather suits, which ensures children remain warm and dry as they play in the sand and water trays. Children's physical skills are promoted well because equipment suits all ages and abilities, providing appropriate levels of challenge. Their knowledge of the natural world is considerably enhanced as they actively cultivate their own garden area, growing fruit and vegetables which they harvest and eat. Children learn to care for the environment as they feed the birds and learn to value all wildlife that comes into the garden. They regularly visit a local farm to see the animals and the childminder provides experiences such as incubating eggs and seeing chicks hatch, which develops their wider understanding of the world. Children have excellent social skills and develop warm relationships with each other. They have exceptional personal skills which enable them to interact confidently with adults and their peers. The childminder is skilled in helping children to empathise with others and has recently introduced persona dolls to further help children explore a range of feelings.

Children show an exceptional understanding of healthy eating and are highly involved in meal planning and making healthy choices. They sometimes help with meal preparation and even young children are encouraged to choose from the fruit bowl at snack time and to slice their own banana under the close supervision of the childminder. Children frequently undertake cooking activities and are fully involved in choosing what to make from recipe cards and buying the ingredients before they start to cook. Children plant seeds and grow a variety of edible plants in the garden, which fosters their interest in different foods. They lead a very active lifestyle because the childminder encourages them to be active both in and outdoors. Children develop a secure understanding of good hygiene practices and reliably wash and dry their hands at appropriate times during the day. They understand how to keep themselves safe and are aware not to talk to strangers. Children practise road safety on a daily basis and understand how to contact emergency services if needed. Their understanding of fire safety is enhanced through regular evacuation practices and children join in with wiping tables and packing away toys to ensure the environment remains safe at all times. Children develop an excellent understanding of how everyone contributes positively to

society because the childminder provides rich resources and meaningful activities to effectively enhance their awareness. This includes the use of many home made resources that reflect positive images of disability and gender. Children help to make and monitor the rules in the home and develop a very strong sense of belonging. For example, young children excitedly talk about the photographs they can see and feel reassured by placing their special items in their own accessible drawer. Children rapidly develop skills that prepare them for the future. They listen, speak and negotiate well and develop a love of stories and books. They are well able to solve problems for themselves and to use a range of modern technology. They develop an enthusiasm and positive attitude towards learning and trying new experiences, which ensures they are well-prepared for the future.

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	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

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	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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