

Inspection report for early years provision

Unique reference number	221398
Inspection date	27/05/2011
Inspector	Jayne Rooke
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 was registered in 1995. She lives with her husband and their son aged 17 years old in Wellingborough, Northamptonshire. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools.

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. There are currently four children on roll who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five to eight years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is part of a local authority accredited network of childminders, providing funded early education for two, three-and four-year-olds. The childminder receives support from the local authority advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from an excellent range of activities and experiences which significantly enhance their learning and development. The childminder provides a warm and inclusive environment in which all children are valued and respected. She maintains exceptionally high standards of care through highly effective self-assessment. She makes good use of innovative systems to track and monitor children's individual progress. She fosters strong and supportive partnerships with all those involved in each child's care, ensuring that children's needs are met exceptionally well.

What steps need to be taken to improve provision further?

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

- expanding the use of observation and assessment systems to clarify learning priorities for each child.

The effectiveness of leadership and management of the early years provision

Highly effective safeguarding policies and procedures are in place to protect children from harm and neglect. The childminder is vigilant about children's safety and security and has an excellent knowledge of safeguarding issues. She ensures

that confidential information held on her computer is data protected, providing parents with clear guidelines and individual passwords so that they can access secure information safely. Written consent for children to be included on photographs with others is obtained and stringent instructions for the personal use of photographs are clearly outlined to parents. Children's safety and well-being is further promoted through robust risk assessments to ensure they remain safe, both indoors and outside. The childminder ensures that additional adult support is available when children are taken on outings outside of the home. Children are valued as unique individuals, developing a positive sense of identity in the childminder's warm and welcoming home. They take part in practical and meaningful activities and projects which help them to learn about diverse cultures, traditions and beliefs. The childminder demonstrates a positive ethos for care and consideration towards each other, successfully promoting equality and anti-discriminatory practice.

Self-evaluation systems are used highly effectively to identify what works well and key areas for improvement. As a result, children benefit from a well-organised and continually improving setting. The views and feelings of parents, carers and children are carefully considered to guide and inform best practice. The childminder is highly committed to ongoing professional development. She holds a professional childcare qualification and is part of an accredited network of childminders, providing funded early education. She works closely with the local authority advisory service and other childcare professionals to share and enhance her professional expertise. There were no recommendations from the previous inspection, which was judged to be outstanding. The childminder has since taken part in Ofsted's quality assurance survey. This resulted in an outstanding outcome for promoting children's literacy and numeracy skills.

The childminder's home is exceptionally well-organised, providing a vibrant educational environment for children of all ages. A broad range of toys and equipment are clearly labelled and readily accessible for children to self-select, helping them to make choices and decisions for themselves. The childminder dedicates her time to children's care and learning. She skilfully offers comfort and reassurance to younger children when they need a cuddle, whilst maintaining a keen interest in the needs of older children.

The childminder forms strong bonds with each child's parent and carer so that individual care is provided. Excellent arrangements exist to ensure that children with identified needs receive appropriate support at an early stage. She creates opportunities to extend children's learning at home, offering guidance and support to parents about the types of activities, outings and events that will enhance their child's development and progress. Comments received from parents, carers and the children are positive and complimentary. Adults express their delight in the service provided and are reassured that their children are safe and well cared for. Children say that they are happy and love playing at the childminder's house.

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

Children make excellent progress towards the early learning goals. They are actively engaged in a well-balanced programme of activities which cover all areas of learning. The childminder is introducing innovative observation and assessment systems to monitor children's progress, although, does not yet use it fully to clarify learning priorities for each child. This has minimal impact on children's learning however, because she sets challenging and achievable goals to help each child reach their full potential. Consequently, children develop outstanding skills for the future. For example, older children confidently discuss and describe the types of activity that they enjoy when they come to the childminder's home. They move confidently and freely around the home, taking responsibility for their own play and learning. They delight in transferring water into different containers and extend their imaginative play as they heat up the water in the role play cooker and microwave. They demonstrate excellent knowledge of how things work, turning knobs and dials on the play equipment to get things working. Younger children play happily alongside, enjoying the comfort and reassurance of the childminder's close and loving care. Children respond with curiosity and interest as the childminder asks questions which help them to think and work out things for themselves. They use numbers for counting as they sort objects by size, shape and number. The childminder skilfully prompts children to reflect and predict how old they are now and how old they will be in the future, helping them to think in sequence and relate to forthcoming events. They use books for reading and enjoyment, selecting their favourite stories, turning pages and pointing to pictures and words as they 'read'. They see positive images of people who are similar and different to themselves and use their home language in their play and everyday conversation. This fosters an excellent sense of belonging.

Children form strong bonds and friendships with adults and each other, attending a variety of activity groups outside of the home. They benefit from many visits to exciting areas of interest, such as, religious buildings and nature parks. This helps them to develop a healthy respect for the environment and the world around them. They enjoy free access to the well-equipped garden for outdoor play, benefiting from regular fresh air and exercise. Activities, both indoors and outside are carefully tailored towards children's interests. As a result, children are inspired to talk about their favourite dinosaurs, how they grow from an egg and how the skeleton supports their large bodies. Additional resources are skilfully used to enhance their interest and learning during their creative and imaginative play. Writing and drawing materials are freely accessible so that children can make marks in a variety of ways, developing early writing skills.

Children develop an excellent awareness of keeping safe during everyday routines and outings. They confidently describe how to wear a swimming ring and kick their legs when they are swimming in the pool, to keep themselves above the water. They understand and follow sensible safety rules from an early age, staying close to the childminder when they cross the road. They observe established rules and boundaries for walking at a safe distance as they become increasingly independent. They enjoy nutritious meals and snacks, promoting their healthy

growth and development. They take part in activities and projects which help them to understand the benefits of a healthy lifestyle. Children behave well and treat each other kindly and with respect.

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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