

Inspection report for early years provision

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Inspection date	18/05/2011
Inspector	Rachael Williams
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 2010. She lives with her husband and three children in Chard, Somerset. The family cares for a pet dog and cat. Children may access all areas of the family home. Childminding is predominantly on the ground floor of the family home which includes a dedicated play room and toilet facilities, with the first floor being used to accommodate children's sleep. There is a fully enclosed rear garden on two levels.

The childminder is registered on the Early Years Register and both parts of the Childcare Register for a maximum of six children under eight years old. At present, the childminder cares for 14 children on a part-time basis, of whom 11 are in the early years age range. The childminder also cares for children over eight years old. She supports children for whom English is an additional language and those who have special educational needs and/or disabilities.

The childminder has achieved a foundation degree in childhood studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly effective at ensuring outcomes for children are exemplary. High quality planning and assessment arrangements enable children to make exceptional progress in their learning and development. Children thrive in the consistent care from this supportive and knowledgeable childminder who promotes welfare and safeguarding procedures very effectively. Highly inclusive partnership working at all levels ensures consistency in meeting children's individual needs. The childminder has exceptional understanding of the service she provides and takes effective steps to continuously improve and sustain high standards.

What steps need to be taken to improve provision further?

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

- consolidating systems to improve parent and carer contributions to the self-evaluation arrangements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected by an experienced and well-qualified early years practitioner. The vigilant childminder ensures that safeguarding concerns are

monitored and responded to effectively. Through her early years experience and relevant ongoing training the childminder has detailed knowledge of child protection issues and procedures to follow should an incident occur. She completes thorough daily checks and more extensive risk assessments to ensure children are safe indoors and out. For example, the childminder regularly reviews her risk assessments as the children in her care develop. She has adapted the garden to ensure children's safety, for instance, by strategically placing heavy plant pots to prevent children descending the decking unsupervised. Accidents are routinely recorded and promptly shared with parents. Children exhibit an excellent awareness of safety; for example, younger children descend steps backwards and the childminder ensures their feet are carefully positioned to avoid a fall.

The childminder has developed ambitious vision and clear priorities through her meticulous monitoring of the provision, with regard to the impact identified improvements will have on the children. She responds exceptionally well to children's interests. For example, she has involved children in creating a vegetable plot. Observing their enthusiasm to dig and transport the soil, she has left the area for this purpose and has used pots and tyres to grow potatoes and vegetables. . Excellent use is made of well-targeted action plans, evaluations and a daily diary to embed self-assessment and drive continuous improvement. However, the childminder has yet to fully consolidate her use of parent/carer contributions to her system of self-evaluation.

The childminder has an excellent knowledge of children's starting points through her discussions with parents, her observations and the use of a home/setting book which is shared with other early years providers. Children thrive in the exceptionally well-organised, homely environment. Through effective health and safety arrangements children are able to access all rooms independently. They especially enjoy their time in the dedicated play room which is extremely well equipped with high-quality toys and resources. Children are able to make decisions about their play by accessing resources from low-level units and baskets. The childminder encourages children to think about sustainability, for instance, through topics on fair trade which also support children to think about the similarities and differences between countries. There is a good range of resources and positive images to reflect diversity. For example, the childminder takes a child to the local library as she has observed his interest in electric carts and wishes to enable him to explore his interest independently. Children are cared for in an inclusive environment where their individual needs are fully met and are positively nurtured.

The childminder is highly committed to partnership working at all levels. There is excellent communication between parents and health professionals to ensure all children's individual needs are consistently met. For instance, there is effective liaison with physiotherapists and occupational therapists to support a child's mobility. Very positive relationships are established with parents who receive a wealth of information. Well-written and comprehensive policies and procedures are e-mailed to the parents and a monthly newsletter keeps them updated about new arrivals and topics. Parents actively contribute to children's care and learning as they supply the childminder with detailed information on routines and children's interests.

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

Children thrive in the loving and caring relationship established with the childminder. They have an excellent sense of belonging and are beginning to become aware of their own needs. For example, a toddler removes his jacket as he is getting hot and confidently accesses his named peg in the toy room on his own. Strong friendships have been established and children are keen to observe photographs and identify their friends.

Effective planning and assessment arrangements have been established by this inspirational childminder who has excellent knowledge of children's starting points, capabilities and learning priorities. For example, observing that a toddler can easily complete an inset jigsaw the childminder provides him with a more challenging puzzle and interacts with him exceptionally well to support his spatial awareness and coordination in completing it. Children thoroughly enjoy playing outside in the garden, for instance, using their senses to explore the streamers and negotiating space well on the ride-on toys. The childminder challenges the children further by instigating a shape hunt and encouraging the children to match the shapes to those drawn on the patio. The children enjoy transporting the water in a variety of containers and using paintbrushes to make marks on the decking. The childminder is highly effective in supporting children's developing communication skills, for example, by using sign language and creating rhymes with the children. Children make excellent progress in their learning and development through the balance of experiences.

The childminder is fully aware of children's health needs and ensures they are thoroughly supported. Children show a keenness to ensure their hands are clean, for instance, requesting sanitising gel after getting their hands dirty while playing outside. Effective hand washing arrangements promote hygiene and limit cross-infection as the children dry their hands on individual flannels and place them for washing independently. Posters remind younger children of the need to wash hands and the childminder is meticulous at providing them with a good role model. Hygienic nappy changing is routinely implemented; the childminder consistently ensures the mat is sterilised after use and that nappies are disposed of appropriately. The childminder works in partnership with parents to provide children with healthy and nutritious snacks and meals. Mealtimes are a sociable occasion and children thoroughly enjoy exploring new foods such as breadsticks at snack-time. Rigorous systems are in place to ensure that medication is appropriately administered and that parental consent is obtained.

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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