

Inspection report for early years provision

Unique reference number	505737
Inspection date	09/06/2011
Inspector	Liz Caluori

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 2000. She lives with her husband in Uckfield, close to local shops, woodland, and schools. Childminding generally takes place on the ground floor and the first bedrooms are used for children to sleep. There is also a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works jointly with her daughter who is also a registered childminder and also with her husband who is a registered assistant. When working on her own she is registered to care for six children under eight years but when working with another childminder or an assistant a maximum of 12 children may be cared for, of whom six may be in the early years age group and two may be under one year. There are currently 11 children on roll of whom eight are in the early years age group.

The childminder is a qualified primary school teacher and more recently completed an additional recognised early years childcare qualification. She attends a local carer and toddler group on a regular basis. She has experience of caring for children with learning difficulties and/or disabilities and those with English as an additional language.

The childminder receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the stimulating, safe and inclusive environment. They make excellent progress in all areas of their development as a result to the care and attention given to identifying and addressing their individual needs. The highly positive relationships maintained with parents, carers and other professionals supports the provision of coordinated and consistent care. In addition, the childminder demonstrates an outstanding commitment to ongoing self-evaluation ensuring that improvements are targeting at providing the best possible service to the children and their families.

What steps need to be taken to improve provision further?

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

- investigating ways in which to further refine the monitoring of children's progress to more easily identify any gaps in achievement across the group as a whole

The effectiveness of leadership and management of the early years provision

Children are protected by extremely robust safety precautions which are fully reflective of their individual needs and abilities. Risk are very competently managed in order to promote children's independence in a secure environment and clear and comprehensive written records are maintained. The childminder has attended training to support her to identify the potential signs and symptoms of abuse and has all of the up-to-date literature and contact details to report any concerns that she may have.

The childminder generally works alongside her daughter, who is also a registered childminder, and between them they have put in place superb systems and working practices. Paperwork is clear, comprehensive and well organised and a full and detailed range of written policies are made available to parents and carers. In addition, highly reflective practices, including a detailed self-evaluation document, support the childminder to identify the strengths and weaknesses of her practice.

Excellent arrangements are in place to undertake observations of the children and to plan for their very individual next steps. Gaps in children's progress are effectively identified and addressed and, as a result they are all making outstanding progress in their learning and development. The childminder and her daughter are also beginning to identify gaps in the achievement levels across the group as a whole. However, this is generally done through sensitive observations rather than reflecting on the monitoring systems in place.

Children are provided with an inspiring range of toys and resources all of which are carefully selected to reflect the ages, stages of development and preferences of the children attending. Space is also very well used to allow children to move freely around the ground floor and into the garden to take part in their chosen activity.

Children's individual personalities, learning styles, likes and dislikes are very well understood and respected. As a result they are becoming confident and are developing very good self-esteem. Children also take part in a range of discussions and activities which help them to learn about the lives, traditions and cultures of people from the throughout the local community and wider world. The childminder is also very well prepared to support children with special educational needs and/or disabilities, for example pictorial timetables are used to help children to easily follow the routine of each day. This also helps to support children for whom English is an additional language.

An excellent range of strategies are employed to engage with parents and carers. They receive regular written information about the day to day life of the setting as well as very specific information about their child's progress. They routinely contribute to the setting of goals for their child and their views on more general aspects of the childminding service are actively sought. They express their high levels of appreciation in their very positive responses to written questionnaires. Similarly impressive arrangements are also in place to work with other

professionals, including other registered early years providers, in order to meet the needs of the children. This ensures that children receive care which is carefully coordinated and consistent.

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

Children's strong sense of security and belonging is evident in their relaxed and comfortable interaction with the childminder, her daughter and their friends. They are confident to ask for support when necessary and also to express their views, for example suggesting that the childminder provide carrot sticks rather than breadsticks the next times she serves humus. Children are also given exceptional support to develop skills which will help them to stay safe including taking part in regular evacuation drills and learning to be cautious around unfamiliar adults.

Exemplary levels of hygiene are in place, these are so good in fact that a child playing a detective was thwarted in her search for crumbs. Children are developing extremely good self care skills, routinely washing their hands after going to the toilet and before eating. They are provided with their own named towels to reduce the risk of any cross infection. Children enjoy very regular opportunities to play in the fresh air and to take part in physical exercise. They are able to use the childminder's garden in all but the very worst weather and also go on outings to local woodlands and parks. Children's health is further promoted as a result of the strong focus placed on good nutrition. They have snacks which include fresh fruit and vegetables each day and parents and carers are provided with written suggestions for healthy lunchboxes.

Children are motivated, enthusiastically and extremely independent in their learning; confidently exploring their environment and selecting the activities they wish to take part in. They use language extremely effectively for example a child noting that a friend was looking for something to write on offered her pad saying 'would you like me to share mine with you' This kind of consideration and caring is evident throughout the setting. In addition to the excellent arrangements to promote children's freely chosen play, the childminder also provides a range of activities specifically planned to engage children's interests and promote their knowledge and understanding of the world. They regularly visit the neighbouring woodland where they benefit from the childminder's extensive knowledge of trees. They also enjoy experiences such as pond dipping and exploring the properties of ice. Children are extremely well prepared for their transitions to school and for the future. In addition to their exceptionally high levels of development, they develop practical skills such as cooking and using computers.

Children are developing wonderful social skills and are also given excellent support and encouragement to learn about the importance of making a positive contribution to society. The childminding setting sponsors a cat treatment room in a local animal rescue centre and children regularly receive photographs of the cats that have been homed there. They also visit the centre during each school holiday.

The setting also sponsors the education of a child in Zambia.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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