

Inspection report for early years provision

Unique reference number	EY346618
Inspection date	17/06/2011
Inspector	Carol Cox

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 2007. She lives with her husband and two children aged six and nine years. They live in Weston super Mare, North Somerset. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family have a pet dog.

The childminder is registered on the Early Years Register to care for a maximum of five children at any one time, she is currently minding three children in the early years age group. She is also registered to care on the voluntary and compulsory parts of the Childcare Register and may care for older children. She offers care two days a week throughout the year. The childminder walks to local schools to take and collect children. She attends the local toddler group on a regular basis and takes children to the local park. The childminder is registered to receive funding for early year's education. She is a qualified nursery nurse and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers an exceptionally high standard of care in her warm and friendly home. Children settle quickly, are confident and happy and make extremely good progress in relation to their starting points. The childminder is highly organised and works in close partnership with parents and others to identify and meet the unique needs of each child. She completes thoughtful and detailed self-evaluations of her practice, noting areas for future development and recording actions already taken. Overall, she is committed to on-going professional development and demonstrates excellent continuous improvement since her last inspection.

What steps need to be taken to improve provision further?

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

- maintain high standards of care through continued professional development and thoughtful self-evaluation

The effectiveness of leadership and management of the early years provision

The childminder has a very good awareness and knowledge of safeguarding issues and the procedures she should take should she have concerns about a child. She attends regular training and shares her robust policy and procedure in writing with

parents. Parents are asked to identify which adults have parental responsibility and legal contact with children and those adults authorised to collect children. Children are further safeguarded by the rigorous risk assessments which the childminder makes of all aspects of her provision. She meticulously plans for children's safety when out and about and teaches children to be aware of their surroundings. A four-year-old carefully explains how to cross a road safely and when traffic lights mean that is safe to cross. The childminder offers an abundant range of resources to promote children's learning in all areas. Children freely access a selection of toys carefully planned by the childminder with consideration of each child's likes and stage of learning. For example, one older child loves to play with 'grown up' building blocks but the 18 month-old puts them in her mouth so they wait until her nap time and the four-year-old can indulge himself without interruption to him or danger to the toddler. Older children confidently ask for alternative toys and the childminder has started to make laminated cards with pictures of different toys and activities to include non-verbal children in making choices. The childminder has established very good relationships with parents and values their partnership. She works closely with the nursery attended by one child and shares information about his development with his key person there. She realises the importance of sharing information with others to help children make best possible progress. Parents enjoy detailed daily diaries and share their children's learning diaries regularly. The childminder has a commitment to encouraging parents to contribute their comments and observations to build a complete and detailed picture of how children are developing.

The childminder is committed to promoting equality and diversity for all children. Each child is valued as a special and unique person, their families and home life are carefully considered and any particular care, learning or cultural needs addressed. The childminder takes a very organised and professional approach to managing her provision. She is committed to providing excellent care for children and attends regular training to ensure this. All necessary documentation and records are maintained and signed and dated by parents to verify. Overall, the childminder has made a reflective and comprehensive self-evaluation of her practice supported by feedback from parents. She identifies her strengths and areas for future development in her efforts to achieve excellence; this is part of her on-going commitment to further develop her already excellent practice. Some actions have already been completed, for example, she realised that cooking hot food at lunch time took her away from the children too much. She consulted parents who agreed to provide lunch boxes to maximise the time the childminder spends with the children. She has also improved her system of planning for children's learning by using the exemplary learning diaries to identify what they need to learn next and then plans activities to support these objectives. Children make excellent progress in relation to their starting points and parents write glowing testimonials about the wonderful care on offer to their children.

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

Children make excellent progress because the childminder has a deep knowledge and intuitive feel of how children learn and develop. She offers an abundant range of activities and opportunities to learn through play to cover all areas of learning. She is keenly responsive to each child's needs and quick to extend learning through their own play. For example, while role playing cooking in the play kitchen a four-year-old finishes the washing up and 'says that's done!' The childminder asks him if he has switched off the oven, he says yes and she asks him why he needs to, he instantly replies that he would burn his fingers if he left it on! The toddler notices a rice bowl in the 'kitchen' and picks it up and pretends to eat, the older boy notices and says in mock despair, 'oh no, more washing up'. The children play well alongside and with each other and the toddler benefits from the older child's attention. He shows great care and consideration for her and is learning that different people have different needs. She knocks over a line of play people he has carefully made into a queue, he is momentarily upset but the childminder asks the toddler to pick them up which she does willingly. Both children learn from the incident and are happy to be congratulated for their kind behaviour. The childminder is very skilled at adapting activities to meet the differing needs of children. The older child makes a card for Father's Day, carefully painting a picture of a zombie, which he is sure his dad will like. The toddler has a wonderful time hand painting and mixing colours until she has finished her card. Children's speech and language development is supported and challenged expertly by the childminder who involves both children at story time. The four-year-old reads the book he has chosen and the toddler uses hand puppets to act along. Children's learning diaries offer beautifully illustrated and well evidenced records of their progress, these are reviewed regularly and clearly demonstrate impressive progress and next steps in learning. Children learn good technical skills, such as using a camera, they photograph each other and their activities and achievements. The older child face paints the childminder then takes a photograph for posterity! They learn problem solving and number skills when counting fruit at snack time or fitting toys into boxes when tidying up. Children learn about the wider world and their own community from regular visits and discussions about the people they meet and observe. They make excellent progress in all areas of learning and develop valuable skills to support their future learning.

Children are happy and settled in the childminder's care and enjoy great freedom to choose activities and toys and move freely in her home. They learn about keeping themselves safe in everyday activities, such as walking to school to collect older children and tidying away toys to prevent trip hazards. Children are protected from spread of infection by sensible procedures such as, exclusion periods when they have infectious illnesses and scrupulous hygiene when nappy changing. The childminder teaches children the importance of good hygiene, for instance, she washes babies and toddlers hands after nappy changing in preparation for toileting independently. Children explain when they must wash their hands and why it is important for their health. They enjoy healthy and nutritious snacks and drinks and their dietary and medical needs are carefully discussed with parents to ensure consistency of care. Children enjoy excellent interactions with the childminder and

are confident to seek support and comfort when needed. They are comfortable to talk and share their play with adults and happily explain the daily routines. They respond positively to directions and enjoy the praise and encouragement offered by the childminder. Consequently, they behave extremely well and learn to share with each other. They show a great sense of belonging in the childminder's home, she sends home a disposable camera for parents and children to take photographs for a 'home book'. She uses this to comfort children and to encourage them to talk about their home lives and reminisce about past events. Children are extremely comfortable and make excellent progress towards independence in her expert care.

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

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