

Inspection report for early years provision

| | |
|--------------------------------|-------------|
| Unique reference number | EY357390 |
| Inspection date | 21/06/2011 |
| 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 was registered in 2007. She lives in Heathfield with her husband, who is also a registered childminder, and their two children aged one and five years. Childminding generally takes place on the ground floor, with first floor bedrooms used for children to sleep. There is also a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working alone she may care for four children under eight years of whom two may be in the early age group. When working with her husband a maximum of ten children under eight may be cared for at any one time, of whom five may be in the early years age group. The childminder currently has six children on roll, of whom five are in the early years age group.

The family have two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the childminder's well organised, well-maintained and extremely child-centred home. A robust commitment to safety ensures that children are effectively protected and the good organisation of space and resources supports them to develop independence as they explore and investigate their environment. Children make excellent progress in all areas of their development and are very well supported to learn about and respect, diversity. Highly effective relationships with parents, carers and other professionals ensures that children receive care that it is very carefully tailored to meet their individual needs.

What steps need to be taken to improve provision further?

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

- offering children greater access to toys and resources made from natural materials.

The effectiveness of leadership and management of the early years provision

Children are extremely well protected as the childminder has undertaken very thorough risk assessments which skilfully take into account the differing abilities and stages of development of the children attending. Gates are used to restrict

children's access to potentially hazardous areas, such as the stairs, and child locks are fitted to the drawers and cupboards in the kitchen. The childminder has attended training to support her to identify the potential signs and symptoms of child abuse and fully recognises her responsibility to report any concerns that she may have.

The childminder demonstrates an exceptional commitment to constantly evaluating and developing her practice. She keeps her knowledge of childminding and child development up to date by regularly attending training and reading published articles. As a result, she has excellent systems in place to support her to provide an efficient service to the children and their families. These are reflected in clear and well organised paperwork which is constantly updated. Highly effective communication between the childminder and her husband ensures that children receive consistent and well co-ordinated care.

Children play with toys and equipment which promote all areas of their development. A particularly broad selection is provided for the younger children however the majority of these are modern and brightly coloured. The childminder is aware of the benefits to children of exploring more natural materials but this has yet to be fully reflected in the resources provided.

The total focus placed on identifying children's individual personalities, preferences and learning styles ensures that their care needs are exceptionally well met. Children are also supported to respect others and to value diversity. They take part in discussions and activities which help them to learn about the lifestyles of people from different parts of the world as well as looking at a selection of cultural and religious celebrations. Whilst she has no specific experience to date, the childminder demonstrates a very good understanding of the issues to consider in order to support children with special educational needs and/or disabilities. She is also confident to work in partnership with parents, carers and any professionals or health specialists.

The very positive, friendly relationships maintained with their parents and carers help children to feel secure and to settle easily. Parents and carers are provided with an impressive range of written policies and procedures which outline the childminder's aims and objectives as well as the process to be followed should they wish to make a complaint. The childminder also communicates very effectively with other early years providers involved in delivering the Early Years Foundation Stage to the children.

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

Children have great fun in the childminder's care and make outstanding progress in their learning and development as a result of the highly skilled input from the childminder and her husband. The environment is entirely child centred and children's interests are very effectively used to plan a range of activities which promote their learning and which they thoroughly enjoy. In addition, older children

are very actively encouraged to make suggestions for activities and outings that they would like to take part in. The joint minding arrangement in place enables the childminder to offer a good deal of one to one attention to children and they also all benefit from socialising with their peers. They are given a lot of freedom to simply relax and explore the resources on offer. However, during this time the childminder observes their play and is on hand to support and extend their learning and enjoyment where appropriate. She is also very aware, when it is best not to intervene so that the children are able to learn through trying, failing and trying again. As a result of this they are developing tenacity and can be observed investigating and mastering toys that pop up, light up, make music and talk. Children also enjoy taking part in a wonderful range of adult led experiences such as hatching butterflies having observed their transformations from caterpillars. In addition to the extremely impressive focus placed on promoting children knowledge and understanding of the world, they are also progressing rapidly in their communication, language and literacy. There are very lively and interesting conversations taking place throughout the day and the childminder uses especially good eye contact and facial expressions whilst talking to the youngest children. Children demonstrate an extremely strong sense of security in the childminding environment. The youngest children enjoy the supportive contact and warm smiles they receive and are beginning to develop a good understanding of the routines within the home. Older children also demonstrate their high level of understanding of the advice and guidance they receive relating to personal safety. An example of this includes a reminder from one of the children for the childminder to be careful carrying scissors as it can be dangerous. Children are also very well supported to develop their social skills through excellent role modelling by the adults. The childminder's home is extremely clean and all surfaces and equipment are disinfected regularly, particularly toys used by the youngest children. Appropriate nappy changing arrangements are in place and older children are well supported to become independent in their self-care, for example washing their hands before eating and after using the toilet. Children have also taken part in activities which support them to understand the importance of brushing their teeth regularly.

Children are particularly well supported to understand the importance of eating healthily and exercising regularly. They enjoy nutritious snacks provided by the childminder and have also recently planted a range of fruit and vegetables to learn first hand how food grows. Drinks are also constantly available to the children and are regularly refreshed. Children benefit from daily opportunities to play in the fresh air, both in the childminder's garden and on outings. In addition they enjoy dancing and other physical exercise in the home.

The outstanding opportunities that children receive to express themselves, make choices and to take an active part in their learning ensure that they are very well prepared for their transitions to school and for their future lives. They are also taught the importance of social responsibility through charity events and recycling.

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 | 2 |
| 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 |
|--|-----|