

Inspection report for early years provision

Unique reference number	EY389630
Inspection date	21/06/2011
Inspector	Liz Caluori

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 2009. He lives in Heathfield with his wife and 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 works jointly with his wife who is also a registered childminder.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working alone he may care for six children under eight years, of whom three may be in the early age group. When working with his wife a maximum of ten children under eight, of whom five may be in the early years age group, may be cared for at any one time. 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 have a wonderful time playing and learning in the childminder's safe and well maintained home. They make excellent progress in all areas of their development, as a result of the high level of care and attention given to identifying their individual personalities and needs. The good focus placed on providing an inclusive environment ensures that children are happy, confident and are developing excellent social skills. Highly competent self-evaluation and effective partnership working with parents, carers and other professionals, supports the childminder to ensure consistency and to identify and prioritise areas for improvement.

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's safety and wellbeing is given very high priority and a range of precautions are in place to ensure that they are able to move freely and safely

around the ground floor of the house. Risk assessments are very competently completed for on the premises, activities and outings, and these demonstrate a high level of understanding of children's differing needs and abilities. A good level of attention is also given to minimising the risk of fire. Smoke detectors are located on both floors and emergency evacuation drills take place very regularly to ensure that children know what to do in case of a genuine emergency. Clear and appropriate child protection procedures are in place and the childminder is confident in his ability to identify the potential indicators of abuse.

The childminder works jointly with his wife and originally adopted her established practices. However, the couple work extremely effectively together and are equally involved in regularly reviewing and updating practices to reflect the evolving needs of the children and their families. The childminder attends training courses and reads articles relating to developments in childcare to ensure that his knowledge is always up to date.

Children have access to a good range of toys and resources, which are very well maintained and attractively presented. These very successfully engage children's interest, inspiring them to explore and investigate independently, although the majority are modern and brightly coloured. The childminder recognises the need to provide children with as many different experiences as possible and ensures that they explore the natural world when on outings. However, this is not yet fully reflected in the provision of resources within the home.

The uniqueness of each child is celebrated within the childminder's home and, as a result, they receive care and attention which is very carefully tailored to reflect their individual needs. The childminder is also committed to ensuring that the children are well prepared to interact positively with people from throughout the local community and wider world. He engages them in conversations and activities which help them to learn about and respect diversity. A recent example includes a discussion about different skin colours that arose from a child's comment. Children also enjoy taking part in activities to mark a range of festivals and special days, such as Chinese New Year.

Excellent strategies are in place to engage with parents and carers. The childminder has a large selection of cards and letters of compliment which demonstrate their high levels of appreciation. Parents and carers are provided with a very good range of written policies and procedures and are also extremely well informed about their child's progress. They are also encouraged to contribute observations from home which support in the monitoring of children's development and the setting of future goals. Similarly effective arrangements are also in place to work with other registered early years professionals including the local pre-school.

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

Children's strong sense of security and belonging is clear in their relaxed and comfortable interaction with the childminder and his family. Their emotional wellbeing is taken extremely seriously, for example children who express fears of animals or noises are dealt with extremely sensitively and positively. Children are also supported to develop a range of skills to keep themselves safe including road safety and learning the importance of being cautious around unfamiliar adults.

Children are wonderfully engaged, enthusiastic and independent in their learning. They respond extremely well to the childminder's humorous, caring manner. They also benefit from his boundless energy in extending their learning and enjoyment of activities, often using very imaginative ideas to reflect the very individual needs of children. An example of this includes bringing snow into the house in plastic trays so that a child who really did not want to go out in the cold weather could enjoy playing with it and learn about its properties. Children's knowledge and understanding of the world is further promoted through activities such as growing flowers and vegetables. They are also progressing very well in their communication, language and literacy. Excellent strategies are in place to support them in their writing and many are able to form letters and begin to write their own names. Similar attention is given to promoting children's problem solving, reasoning and numeracy. They learn to count, recognise written numerals and understand basic mathematical concepts such as addition and subtraction. They also enjoy activities such as construction, puzzles and shape sorters.

Children are extremely well prepared for the future, reading books and taking place in role play games which prepare them for their transitions to school. In addition, they benefit from the encouragement and support they receive in making choices, exploring and investigating their environment and expressing their views. Children also display beautiful manners and are learning to respect other people and the planet, for example, reminding the childminder to turn off the lights in rooms that are unoccupied.

Hygiene standards within the home are excellent and children are developing extremely good self care skills, routinely washing their hands after going to the toilet and before eating. They enjoy very regular opportunities to play in the fresh air and to take part in physical exercise, going on walks to explore nature and having access to the childminder's garden. The focus placed on teaching children about nutrition also very effectively promotes their good health. The childminder engages the children in discussions about which foods are good for them and they use posters displayed in the kitchen to suggest fruits and vegetables they would like on the menu. Their knowledge in this area extends to criticism of the poster which displays a tomato as a vegetable rather than a fruit.

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
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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