

Inspection report for early years provision

Unique reference number	405478
Inspection date	29/06/2011
Inspector	Elaine Douglas
Type of setting	Childminder

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T: 0300 123 1231
Textphone: 0161 618 8524
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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.

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 2001. She lives with her husband and two children who are aged 14 and 11, in North Newton, Somerset. The whole of the childminder's house is used for childminding. There is a fully enclosed garden and an orchard for outside play. The family keep goldfish both inside and outside.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time; of these no more than three may be in the early years age range with no more than one aged under one year at any one time. She also provides before and after school care to older children. The childminder collects children from the local pre-school and primary school.

The childminder is a member of the National Childminding Association. She holds a level 4 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's outstanding knowledge of the Early Years Foundation Stage enables her to support children's welfare and development extremely effectively. The strong partnership with parents and other providers ensures she can meet each child's individual needs very well. This means all the children in her care make excellent progress, taking into account their starting points and abilities. Excellent procedures keep children safe and most promote healthy lifestyles. The childminder has a high commitment to ongoing improvements to ensure outstanding outcomes for the children in her care. She holds a level 4 qualification in childcare.

What steps need to be taken to improve provision further?

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

- enhancing children's awareness of good hygiene practices by improving the arrangements for hand drying.

The effectiveness of leadership and management of the early years provision

Children's safety is given the highest priority by the childminder who has an excellent range of safeguarding policies, and implements her procedures very effectively. The childminder has recently completed level 2 training in safeguarding children and has an excellent awareness of the procedures to follow should she have any concerns about the welfare of a child within her care.

All required documentation is in place and extremely well organised. Very good risk assessments are carried out, and equipment is installed to minimise risks, while supporting children's independence. For example, heavy duty mesh prevents the pond being a hazard to children, and the access gate to the swimming pool is kept locked. The childminder's vigilant supervision enables children to benefit from using the whole of the grounds of her house. Excellent procedures are in place for emergency situations, and parents' written consent ensures their wishes are met. The childminder has a clear list of the times children attend and the clubs they go to, which ensures she always meets her ratios, and she organises her routines effectively.

Children play in a spacious, extremely clean and well-maintained home. There is ample space to allow children to play safely and independently. For example, older children use the kitchen table when making patterns with small beads, which minimises the risk to the younger ones. Some children dress up and use role play, while others construct the train set. Children select from the wide range of resources and are confident to initiate their own games and learning. This motivates them to learn, and they become independent learners. Each child has their own box for their personal belongings, and this not only encourages them to care for their possessions but enhances their sense of belonging. Children have very good opportunities to use the local environment and facilities in the next village, such as the library. Excellent procedures ensure children who speak English as an additional language are well supported. The childminder is fully committed to providing an inclusive service, and she ensures that all children have the opportunity to achieve regardless of ability.

Excellent use of self-evaluation enables the childminder to ensure continuous improvement. Her current action plan includes improving the assessment system by recording parent contributions, linking all her policies to the Early Years Foundation Stage and gaining children's feedback. The latter two have already been implemented. The childminder assesses her own professional development and continually updates her knowledge through training and research. For example, she attends training to further extend her knowledge of supporting children with special educational needs and English as an additional language. The childminder uses the local authority system for self-evaluation and has annual reviews with the advisors. She has met the requirements for an advanced childminder and recently obtained a level 4 qualification in childcare. The childminder's training on schemas, and letters and sounds has enabled her to understand children's patterns of behaviour and support their communication skills.

The childminder builds excellent partnerships with parents and with other providers sharing care. Parents receive well-documented information on the provision and their child's learning. Parents comment on the excellent support the childminder provides for both their children and themselves, and that the childminder understands their child as an individual. The childminder is also the local pre-school manager and ensures that she is the key person for any children she also minds. This means she has an excellent ability to ensure consistent, complementary care and learning. Assessments are shared and provide an individual record of children's progress towards the early learning goals. The childminder has a very positive relationship with the local school and works closely with the reception class teacher to support children's eventual transition to primary school.

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

High-quality interaction between the childminder and the children enhances children's learning and development. The childminder talks to children, extending their knowledge and vocabulary through everyday conversations. For example, the children explain that a child is wearing a plaster cast because of a broken bone. A discussion then takes place where the childminder explains that where bones meet, they act like the hinges in the door. This gives the children a visual example which they can understand. Children describe first-hand experiences, such as what happens when wearing 3D glasses. Children who speak English as an additional language are extremely well supported, as the childminder repeats words to reinforce their knowledge of English. She also learns some words in children's home languages to promote their understanding, pride and self-esteem. Consequently, all children are highly confident communicators. The childminder uses children's interests to help them learn. Children notice the letters on a compass and the childminder explains what they represent, they then identify any of these letters they have in their names.

Children develop good practices to promote a healthy lifestyle. They plan their menus together; older children find out all the children's likes and dislikes and help plan according to the children's attendance. Children have daily opportunities to be outside and use the extensive grounds. For example, they swing, climb, play football and visit the orchard. Younger children set up the child-size patio table and chairs and put up the parasol to protect them from the sun. Children have access to tissues and wipes, and independently use the toilet and wash their hands. They know to wash their hands before cooking, before eating and after blowing their nose. Although clean towels are supplied daily, children share the towel, which may not protect them from cross-contamination or promote good hygiene practices. Children have an excellent awareness of keeping themselves safe. A television programme prompts them to discuss how someone sleeping through the fire alarm is in danger, and they recall how they practise the emergency evacuation procedures. They hold hands or hold onto the buggy on walks to school

and older children walk behind the younger, promoting an awareness of each other's safety.

Children are exceptionally well behaved. The childminder uses highly successful behaviour management strategies, which include enabling children to take appropriate responsibility for themselves. Children are extremely confident in the childminder's home and ask for support when required. The older children are gentle and caring with the younger ones and join in with their games. All the children agree to tidy up together and sort the toys into the correct boxes. Children choose games to play together, take turns and listen to the instructions. The childminder extends the activity by asking questions and suggesting ways to resolve problems. The children respond well and their enjoyment is evident as they enthusiastically choose another game to play.

Children gain an excellent understanding of the wider and natural world. They grow sunflowers and measure their height, and grow beans in a jar to see the roots. They celebrate their own cultures and festivals and develop a very positive attitude to the diversity of people in the community. Children use a range of technology, such as downloading and printing photographs from the computer. Overall, children are developing excellent skills for the future in the care of a skilled and experienced childminder, who strives to provide the best possible learning outcome for every child.

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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

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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	2
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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