

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY422496      |
| <b>Inspection date</b>         | 04/07/2011    |
| <b>Inspector</b>               | Michelle Tuck |

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|------------------------|-------------|
| <b>Type of setting</b> | 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 registered in 2011. She lives with her partner and two school-aged children in Radstock. Childminding takes place on the ground floor, which includes a Montessori room and creative room. There is an enclosed rear garden to facilitate physical play. There are bathroom facilities on the ground floor.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently two children on roll in the early years age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family has a dog and a rabbit.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder is highly trained and exceptionally well organised so that children's health, safety and well-being is significantly enhanced overall. She has high aspirations for quality through ongoing improvement so that children make outstanding progress in their learning and development. She has a very strong commitment to equality and diversity and makes exemplary use of resources, to meet the requirements of individuals. Each child's needs are exceptionally well met through highly effective partnerships between the childminder, their parents and other providers. The childminder consistently works to improve her provision through self-evaluation and further training, enhancing her childcare practice and promoting excellent outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- developing further children's understanding of good hygiene practices to prevent the spread of infection, especially when they have a cold.

## **The effectiveness of leadership and management of the early years provision**

Children's developmental and welfare needs are extremely well met. High levels of organisation, the drive and motivation of the childminder ensure children are happy, have positive experiences and are well cared for in a secure environment, where their health and safety is of the highest standard overall. The childminder is very aware of her responsibilities for the safeguarding of the children in her care. She regularly updates her child protection knowledge through training, in order to have a current understanding of legislation. Detailed policies and statements are

clearly visible for parents and all childminding records are highly maintained to support the excellent care offered to children and their families. As a result, the childminder supports all children to make outstanding progress in their learning and development.

The childminder is meticulous in constantly improving partnerships with parents. She has clear systems to work in depth with other providers delivering the Early Years Foundation Stage for continuity of care and sharing of relevant information to benefit the children. Parents have excellent opportunities to contribute to their children's learning, through the use of daily diaries and viewing their child's learning journal.

The childminder's practice is highly inclusive because of her in-depth knowledge and clear understanding of each child's background and needs. This enables her to support their linguistic and cultural needs, helping children to settle and make good progress. Her extensive knowledge, resources and activities effectively help children to understand the society in which they live. The childminder is enthusiastic and has ambitions to further raise the standards of care and learning for all the children in attendance. She has a clear vision of developments she wishes to make and is confident and highly capable of making ongoing continuous improvement. The childminder demonstrates a high level of ambition to provide excellent care for children. She uses self-evaluation and information from parents to identify strengths and areas for improvement.

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

Children make outstanding progress in relation to their starting points and capabilities that are shared by their parents. This is because the childminder's teaching is based upon expert knowledge of the learning and development requirements and a full understanding of how young children learn and achieve. Exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that fully meet the needs of all children. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning that is tailored to the needs and abilities of each child. Some monitoring systems are in place to ensure that children continue to make maximum progress in each area of learning. Young children enjoy their learning as the childminder interacts with them most effectively. She continually responds to their early communications, talking about what they and she are doing. She supports and challenges them continuously by asking questions that encourage their thinking.

The children are active learners, interested in the variety of toys at their level and concentrating for a long time at each activity. Their learning is skilfully supported by highly effective use of spontaneous opportunities. For example, children choose to play outside when they want, the childminder brings out a soft toy of a bird which a child requests. She then fetches the nest from the nature table which they had found for the child to develop her play and understanding. From a young age,

children are highly motivated to be creative and to think critically. They explore exciting materials for sticking and gluing such as coffee beans and lentils. They play imaginatively to become familiar with different roles, pushing dolls in pushchairs and using small cars in the sand.

Children's welfare is supported through the maintenance of high standards of hygiene and cleanliness in the childminder's home. Children are encouraged to adopt healthy lifestyles by learning about good personal hygiene such as washing their hands after going to the toilet and before eating and using their own hand towel, in order to prevent cross infection. However on the day of the inspection children did not always cover their mouths when they sneezed or wash their hands afterwards. Children are active and gain a very good understanding of the benefits of physical experiences. They are challenged on walks and visit to the park to gain confidence on different play equipment. They have free access to the outdoor environment where they enjoy bouncing on the trampoline, playing in the sand pit and watching the childminder's pet rabbit. Children make daily visits to the childminder's hen where they collect the eggs and count them when they return to the house as they put them away.

Young children are very settled and quickly become absorbed in their play. They feel safe with the childminder and gain an excellent understanding of issues relating to safety. They behave in ways that are safe for themselves and others, confidently moving around the ground floor, making choices of what they play with and in which room. Children have outstanding opportunities to develop awareness of their responsibilities and play a part in the setting and wider community. They enjoy their learning immensely and show a strong desire to participate and make choices. The childminder is highly skilled and sensitive in her management of children and their behaviour. As a result, young ones behave very well, interacting and learning to respect, cooperate and share resources with each other. The childminder is an excellent role model so children develop high levels of self-esteem through warm praise and respond to become kind, polite and considerate.

The childminder is highly successful in enabling children to develop skills that will support them in the future. Children develop excellent early language as they are given time to communicate their ideas and to solve problems as these arise in their play. They request their favourite stories and thoroughly enjoy sitting with the childminder and listen carefully. They become familiar with technology, for example, developing role play with the cash register and play food. From a young age, children are effectively enabled to work independently and to develop confident, self-care skills so they are ready to move on to the next stage.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

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| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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  | 2 |
| 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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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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

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