

Inspection report for early years provision

Unique reference number	EY417348
Inspection date	14/07/2011
Inspector	Judith Rayner
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 registered in 2010. She lives with her husband and three school aged children in a village near Newark, Nottinghamshire. There are local village amenities close by, such as, a park, school and shops. The family have two Guinea pigs. The whole of the ground floor, although, is on split levels is accessible to children with toilet facilities also accessible on the ground floor. The premises are easily accessible through a front entrance with sufficient parking available outside the home.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for six children under eight years. There are currently 11 children on roll, four of whom are within the early years age group. They attend various days and times throughout the week. The childminder is a member of the National Childminding Association and is a qualified Primary school teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a welcoming, stimulating and very well organised home where all children's health, safety and welfare needs are met and fully respected. Children are happy, settled and making excellent progress in their learning and development. Very effective partnerships are in place with parents which superbly constitutes to meeting children's overall needs. Records, policies and procedures are exemplary. The childminder uses a very thorough self-evaluation process to identify areas for improvement to ensure the outcomes for children continue to develop at a high standard.

What steps need to be taken to improve provision further?

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

- raising children's awareness to diversity through activities, resources and experiences.

The effectiveness of leadership and management of the early years provision

The childminder is very knowledgeable and confident in her role and responsibility to protect children. A very robust and informative written policy is in place supported by additional information which is shared sensitively with parents from the onset of their child starting with the childminder. The supervision of children is extremely robust both inside the home, garden and when on outings. The

childminder is vigilant in ensuring very detailed risk assessments are completed regularly which are supported by visual checks undertaken daily. Very effective safety strategies are in place to ensure children are safeguarded at all times, such as, clearly written emergency contact forms, detailed information regarding the childminder and child wrist bands are all used during outings.

The partnership with parents is excellent. The childminder makes every effort to keep parents informed and up-to-date with their child's developmental progress, as well as general information regarding the child's day and events. Parents' views are held in high regard and the childminder proactively works with the parents to ensure the child's overall needs are fully respected and met. Parents' views are sought regularly through questionnaires, as well as regular discussions for making changes to improve the service for children. The childminder has worked hard to establish effective relationships with other providers where children also attend other settings. Children benefit greatly from a fully integrated approach to their care and learning.

The childminder organises the day extremely well in accordance with children's individual needs. Children spend time inside the home accessing a wonderful range of toys and resources, as well as in the garden and at parks, experiencing the natural world and local community. The uniqueness of each child is fully respected, such as, their sleep, meal and school run activities. Children's independence skills are fully promoted because the childminder organises toys and resources very well to ensure children make their own choices in play. This is because furniture and toys placed around the home successfully encourage children to be curious and explore. A fully comprehensive range of policies and procedures and in-depth documentation enhance the excellent practice that the childminder provides. Records are written very clearly, superbly maintained, extremely well organised and informative, highlighting how children are cared for and how the childminder operates.

The individuality and uniqueness of every child is promoted and respected most fully. The childminder has worked extremely hard to provide activities purposely tailored to the children's individual needs whilst raising their awareness to the world around them and the people in it. The childminder makes every effort to implement inclusion as part of the child's day ensuring all children's individual needs are fully met. Visits within the local community, such as the church and chapel are recorded into wonderful folders of pictures and words capturing the day's events. The childminder also sensitively talks to children about other's similarities and differences and encourages them to access a wide range of informative resources, such as, books, musical instruments, dressing up and dolls. The childminder has a positive attitude to inclusion and is continuing to raise children's awareness to diversity through activities, resources and experiences, inside and outside the home.

Through using a very effective system for evaluating and reviewing the practice the childminder delivers, enables the childminder to improve the service she offers at a significant pace and with quality. Parents' views are sort through questionnaires and verbal discussions, whilst children are encouraged to talk about what they enjoy playing with and what else they would like to try. A very detailed

self-evaluation form is regularly updated identifying areas where improvements have been made and need to be made, such as changes to the conservatory which is now presented as a very inviting and stimulating environment where children learn through play. The childminder has a very positive outlook on the future, is realistic to her individual capabilities and is determined to seek quality in her practice.

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

Children are making excellent progress in their learning and development, are happy and settled. They are active learners as they eagerly explore their surroundings both inside the home and garden. Children show great curiosity and interest. This is because the childminder has in depth knowledge of child development and is very skilled in implementing the Early Years Foundation Stage into her practice. The childminder fully understands the value of finding out from parents as much information about the child to enable her to effectively plan and prepare for the best start for the child whilst in her care. Robust, informative and detailed observations which are clearly written provide secure evidence of the progress the children are significantly making. Thorough plans are in place to support children in their next steps of learning. Information is recorded in each child's development file supported beautifully with photographs, bringing the activities to life for the parents.

The childminder skilfully, confidently and sensitively encourages children to make choices in their play and take the lead in activities. The childminder provides fantastic opportunities for children to learn at their own pace. Children bang on the safety gate making noises and the childminder follows their lead. The childminder extends their learning by introducing different materials and objects to make noises, such as, a drum and exploring with dried pasta and rice in containers that the child fills independently, followed by shaking them making a noise. As a result, children are enthusiastic and have a positive attitude towards learning. Children are very well behaved, are confident and have high self-esteem. Cuddles are freely given and received demonstrating the close relationship and bond between the childminder and children, thus, ensuring children feel safe and secure. The childminder values all contributions from children, engages extremely well, listening, talking and physically supporting the children in all activities and requests, of which much of her time is spent on the floor with younger children. Children excitedly explore outside. They spend time learning about nature, collecting leaves and twigs, as well as pushing pushchairs around the garden on different levels and swinging on low rope rings. An abundance of books and many conversations with the childminder supports children's language skills which are promoted fully. Their language skills are enhanced even further because the childminder reinforces words, introducing new words and encouraging children to communicate verbally. Children's senses are heightened fully as they feel, taste and smell during a wide range of creative and natural resources during activities.

The childminder is a very good role model in promoting personal hygiene. Children

are reminded and encouraged from a young age about the importance of hand washing and how this helps them keep healthy. They actively learn about healthy foods because the childminder talks to them about the benefits and which foods are most healthy for them. Menus are well-balanced, nutritious and healthy and fully address any individual dietary needs which have first been agreed and discussed with parents. Drinks are available throughout the day and children's intake of fluids is closely monitored to ensure they do not become dehydrated. Children develop a secure awareness of possible dangers and how to keep themselves safe. For example, as part of routine practice, children participate in emergency evacuation procedures and learn to climb up and down the steps within the home. The childminder is very skilful in utilising as many resources to support and enhance children's opportunities in the home, garden and community. As a result, children are developing skills and attitudes extremely well which will stand them in excellent stead for future learning.

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
--	---

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
--	-----