

Inspection report for early years provision

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Inspection date	13/07/2011
Inspector	Yvonne Campbell
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.

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 1989. She lives with her husband and adult child in Warmley, South Gloucestershire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The family have a Labrador dog. Minded children may have contact with the pet. The childminder is registered to care for a maximum of six children at any one time. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll in the early years age group. The childminder walks to the local school to take and collect children. The childminder holds the Diploma in Playgroup Practice. She is a member of South Gloucestershire Childminding Network. Children aged three and four years are funded for free early education. The childminder is working towards achieving the Bristol Standard in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this extremely well organised, child-friendly setting where each day brings exciting opportunities for play-centred learning. The childminder has an excellent understanding of the Early Years Foundation Stage and of the uniqueness of each child. This means all children feel valued and secure, and they are able to explore the learning environment in creative and imaginative ways overall. Professional collaboration with parents and the local school is a key strength in ensuring there is continuity of care for children. The childminder is committed to meeting the challenge of carrying out ongoing self-evaluation of her practice. She has identified some areas for further enhancing her practice and excelling in the funded education she provides for preschool 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:

- enhancing children's personal, social and emotional development and support them to take more responsibility for caring for resources which are not being used.

The effectiveness of leadership and management of the early years provision

The childminder has clear and well set out policies and procedures to ensure children's wellbeing is safeguarded. The childminder has a comprehensive

understanding of many signs and symptoms of child abuse and knows the action to take if she is concerned about a child in her care. Parents are aware of her duties and responsibilities as there is a clearly written safeguarding policy which they read and sign to acknowledge they understand the contents. The childminder regularly updates her knowledge on safeguarding issues. She has completed a Level 2 training course which has enabled her to increase her understanding how essential it is for the relevant professionals to work together with a shared knowledge base when protecting children.

Children of all ages and abilities are making excellent progress. Key to this is the childminder's exceptional knowledge of each child's background and their individual needs. She ensures that all children are well integrated into the group and they have access to high quality resources which can be used flexibly. This allows each child to have enjoyable play experiences at their individual levels of attainment whilst still sharing their achievements alongside their peers. Some home made resources are developed as a direct result of children's expressed interests. For example, the childminder provides a selection of bandages and fun plasters for children to use for their interest in imaginary play theme of doctors and nurses. Other resources generated from children's interest include an outdoor den and a bus station. The childminder is now enhancing accessibility to toys by encouraging children to make a positive contribution and return resources to the storage areas when they no longer need them. Children are learning to accept and value differences in others. Regular visits are organised to a specialist play centre that has equipment suitable to meet the needs of children with a wide range of physical abilities.

The childminder is a highly experienced early years worker, maintaining and carrying out her highly enthusiastic vision of excellence in a relaxed manner which makes children and parents feel at ease. Through accessing selective training courses, the childminder has developed a broad knowledge base of effective methods of teaching and learning. This enables her to effortlessly change and adapt to meet children's individual needs and to create spontaneous learning opportunities for children as they play. The childminder has evaluated her practice using the format provided by the regulator. She also has evaluations from The Bristol Standard and the local authority worker feedback reports.

The childminder places strong importance in securing effective communication with parents. She tries many flexible, and at times innovative, approaches to obtain relevant information about children and also to share how well children are progressing. For example, settling-in sessions take place at toddler groups with children and their parent present. The childminder is also aware that many parents have limited time when collecting their children and at the end of each week she creates a photographic wall chart of the week's activities which parents can see at a glance. Thorough observations and knowledgeable assessments of children's learning are carried out and shared with parents in their children's individual learning records. These are supported by periodical summative assessment of overall progress. Some parents write in the records to say they agree with the assessments and write their own account of how well their children have progressed since starting childminding. The childminder works closely with the reception class teacher. She provides written information and assessments to

ensure that children have a smooth transition from childminding to school and their needs continue to be met.

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

A rich variety of learning experiences are contained in each childminding session and children engage enthusiastically with each other and with the childminder as they play. Children have self confidence as they express their wants and interest. For example, when involved in a painting activity children talk about and name the different colours in the paint pots. Some children are very particular, instructing others that they must return the brushes to the correct pots so that the colours are not mixed together in the containers. Children age two and above are extremely articulate and conversation flows naturally during activities around a wide range of topics including age and which child is the oldest in the group.

Children are eager to learn and become animated with anticipation as the childminder engages them in talk, offering prompts to make them think and to do simple problem solving. The childminder is aware of the vital importance of language skills in foundation learning as she has completed the "Each Child a Talker" training course. Simple tasks such as a child collecting aprons after painting are turned into learning opportunities. Children know number quantities and can add in single numbers to change totals. They recognise number shapes on the fridge magnets and use these purposefully when solving simple number problems such as how many fruit pips they have left on their plates after snack time.

Learning on particular themes is consolidated very well so that children can fully explore ideas created from information such as the story of the "Hungry Caterpillar" They revisit the story not only through painting but also through counting and a memory game. Children are very keen to engage in problem solving challenges choosing large jig saw puzzles to complete. The childminder offers support by telling them of some strategies they can use such as first collecting all the blue bits which form the sky. Given minimum support children complete the puzzle and celebrate their achievements.

Babies thrive in the company of other early years children and share in each activity at their own level and stage of development. For example, during painting the babies are secured safely in a high chair and are able to use a thicker brush and to have sensory experiences as they also explore the texture of paint with their hands by making marks onto the paper. The childminder has excellent awareness of various forms of mark making created by children during different stages of development. This means children's emerging writing skills are supported very well at every stage and children progress in this area of learning is linked to actual evidence of their physical capabilities.

Children form a happy group and have a sense of being a learning community. They show care and attention to babies and mention children by name often

during conversation even though babies do not yet have sufficient language skills to respond. The childminder takes opportunities to have one to one interaction during outdoor play. Children are also sensitive to the needs of others in the group. They know that the baby needs to rest and they come together sing her a lullaby and go upstairs with the childminder to say bye to her as she goes to rest. Children with additional needs enjoy and achieve in keeping with individual interest and ability. The childminder ensures that most resources can be adapted to meet each child's needs and they enjoy happy and purposeful play.

Learning about healthy eating and nutrition is fun for children and they actively contribute to the preparation of snacks and light lunches making health choices about the food they eat. Children talk about the fruit and learn about food hygiene. They are developing physical skill of using knives for slicing fruit. Lunch times are exiting when children bake individual pizzas with their choice of healthy toppings. A fresh drinking water dispenser is provided. Children enjoy operating the equipment to get a drink. All areas of the childminder home are safe and secure. Children are able to move freely to explore and learn both indoors and outdoor. Children are also learning to take some risks when using equipment under controlled circumstance.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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