

Inspection report for early years provision

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Inspection date	15/09/2011
Inspector	Kerry Iden
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 2003. She lives with her husband and their three children in a village near the town of Haywards Heath, West Sussex. Childminding takes place in the playroom, which is an annex to the house, with its own toilet, kitchen and a separate area for sleeping. A secure, designated area of the garden is available for supervised activities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years, of whom no more than three may be in the early years age group. There are currently 14 children on roll, nine of whom are in the early years age group.

The family keeps chickens, cats and a dog, to which children only have supervised access. The childminder takes and collects children from school by car. She takes children to the library and also attends carer and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers an extremely professional service to the families she cares for. Although her approach with the children is very calm and nurturing, the quality of her teaching is inspiring and children are therefore very motivated to learn. The childminder and the environment are both dedicated to the children. Overall the childminder makes the most of opportunities to challenge and extend all children. Highly effective partnerships between the childminder, parents and other agencies ensure individual children's needs are fully met. Through her positive and pro-active attitude and highly effective systems of evaluation, the childminder demonstrates the capacity to continually make improvements to her setting, in order to maintain highly positive 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:

- increasing opportunities for younger children to understand the importance of making healthy choices in relation to food.

The effectiveness of leadership and management of the early years provision

Children are cared for in safe and secure premises, where the childminder demonstrates a comprehensive awareness of safeguarding issues. She updates her training to give her the most up to date knowledge and shares her responsibilities towards the protection of children with the parents. To support safeguarding, she completes comprehensive risk assessments on all areas of her home, routine and occasional outings. Children are encouraged to keep themselves safe through their play and are developing their understanding of important issues, for example, as they complete evacuation practices. The childminder and parents work in partnership to continue to ensure children's well-being with all necessary written permissions and safe collection arrangements. Confidential records for accidents and the administration of any medication are clearly noted and parents sign each entry. The childminder keeps her first aid qualification up to date, to enable her to ensure the children's well-being in the event of an accident.

The childminder offers an extremely well-organised and professional service, and shows great commitment and enthusiasm to the children and their families. She has very high standards, which are embedded across all areas of practice. She has fully embraced the implementation of the Early Years Foundation Stage, adapting from the Birth to three matters framework. Through her own critical evaluation of her work, she has further developed her own systems and continually reviews the way in which she records children's progress. Parents' and children's views are actively sought by the childminder to allow them to contribute to the evaluation of the setting. The childminder keeps her knowledge fresh and up to date with relevant training, liaison with other childminders and feedback from the childminding network co-ordinator.

Children thrive and make rapid progress in their development, partly due to the rich, vibrant and stimulating environment, in which they are in. The dedicated annex, where children can proudly display their art work and photographs, allows them to have real ownership. The high-quality resources, which are freely available to children, are used skilfully by the childminder to extend and challenge children in their learning. The childminder has an excellent awareness of the individual progress of each child, adapting activities to extend and challenge children according to their own capabilities. The childminder also makes good use of resources beyond her setting to complement children's learning. Through resources, activities and positive images within the setting, children's understanding of differences allows them to respect and value others. They become aware of others within their local community and are developing a strong awareness of how some people need support.

The childminder offers a totally inclusive service to all families. She is incredibly supportive of all the children and works closely with parents and other professionals to meet all individual needs. Partnerships have been extended successfully to other early years practitioner, in order to share information about the development of individual children. The childminder has highly positive

relationships with the parents and offers them tailored information. Parents report on how delighted they are with the service they receive, some commenting on how the service is exceptional. Through the sharing of records and discussion of next steps, parents are encouraged to play a full and active role in their child's time in the setting.

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

Children are making massive strides towards their development, while blissfully enjoying their time. This is mainly due to the childminder's expert knowledge of all aspects of learning, which she promotes highly effectively through the children's play. The childminder uses innovative ideas in her resources and activities to inspire children. For example, children develop their natural curiosity as they become fully engaged in activities to stimulate their senses. Through exploration and investigation, children touch, taste and smell different substances. The addition of hidden objects in jelly, shaving foam and cooked spaghetti excites the children as they compare and name the treasures they find. Children are eager to participate and play an active role in their learning by responding to challenges with great enthusiasm. The childminder maximises spontaneous opportunities as children lead play in a different direction. Young children show high levels of independence and concentration. The confidence they are building promotes their communication as they hold discussions with their peers and adults, often giving instructions in play. They are motivated to develop skills in counting and recognition of colour. They are becoming aware of shape, space and size as they compare objects, such as spoons in the jelly, and try to fit large quantities of lentils into small tubes. Through comprehensive, individual planning, observations and assessments, the childminder tailors activities and experiences for children's future development.

All children show an extremely strong sense of belonging and feel safe within the setting. They have developed strong relationships with their peers and the childminder. They demonstrate they are developing a very good understanding of keeping themselves safe as they remind each other of safety instructions given by the childminder. All children show an excellent understanding of following good personal hygiene routines. Balanced and nutritional meals and snacks are freshly prepared by the childminder, where the older children are able to make choices and help in the preparation. The highly stimulating outdoor space and physical activities inspire children to be active. Children demonstrate highly positive behaviour and through play are learning to negotiate and co-operate with their peers. They know the other children well, talking about others they see in photographs displayed around the setting. Relationships are extended away from the setting, through the variety of activities the children become involved in within the community. Through the quality interaction from the childminder, children's ideas are valued and utilised, encouraging them all to continue to make a positive contribution.

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
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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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