

Inspection report for early years provision

Unique reference number	EY285567
Inspection date	19/09/2011
Inspector	Catherine Greenwood

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 2004. She lives with her husband and three children aged 12, eight and four years in Crawley, West Sussex. The premises are close to local shops and schools. The ground floor is used for childminding purposes and there is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of five children under eight years at any one time. When working with an assistant, the childminder may care for a maximum of five children under eight years, of whom no more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. There are currently two children on roll in the early years age range. The childminder walks to the local school to take and collect children and currently provides care for children aged five years to eleven years, before and after school and during the school holidays. The childminder is an accredited childminder. The provision operates from Monday to Friday for most of the year.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's motivation, enthusiasm and knowledge of children's individual needs is a key strength of the provision. Her ability to reflect on the quality of the provision and make changes that improve outcomes for children is outstanding. All aspects of the provision are extremely well organised. Parents are fully consulted about their children's care and learning and are provided with a wealth of information about the provision and their children's individual progress.

What steps need to be taken to improve provision further?

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

- improve the information shared with parents about all aspects of children's development to offer support for extending learning in the home.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has an extremely secure knowledge of child protection procedures. Exceptionally detailed risk

assessments, particularly for outings, show the childminders ability to maintain children's safety. The childminder consistently reflects on the quality of the provision and takes well-targeted action to make improvements. Her motivated approach and commitment to seeking parents' views about the provision means aims for the service and most areas for improvement are well known. These are clearly identified within an extremely comprehensive self-evaluation record. Recommendations made at the last inspection have been met. Since the last inspection, the childminder has successfully obtained grant funding, which she has used to improve the provision. For example, she has obtained an electric awning, which enables children to access the garden all year round. In addition, the childminder has attended training that has significantly enhanced her knowledge of childminding practice. She has completed a Diploma in home based childcare, which has helped her to link observations to learning guidance and identify children's next steps towards the early learning goals. The childminders attendance at special educational needs training has inspired her to complete a Foundation Degree in Early Years, with a view to completing an Early Years Professional Status qualification. In addition, since the last inspection, the childminder has gained accreditation for the provision of funded places. She uses related assessment reviews to make improvements and there are plans to use a visual timetable to help all children know what is happening during the day. This shows the childminder's ability to improve outcomes for every child through high aspiration and effective practice.

The organisation and variety of play equipment successfully promotes children's independence, enthusiasm and inclusion, both indoors and outdoors. Children choose resources from a dedicated play room, where equipment is extremely well organised and attractively presented. The childminder's ability to meet children's individual needs is exceptional and they are fully included in all activities and events. They learn about cultural celebrations and have access to an excellent range of resources and activities that enable them to learn about diversity. The childminder provides excellent support and guidance to newly registered childminders to help them make improvements to the quality of their provision. The childminder understands that where children receive education and care in more than one setting that it is good practice to share relevant information about children's learning priorities to ensure continuity and coherence. There are clear plans in place to establish this communication for children on roll who have just started school. Parents are provided with excellent information about their child's developmental progress, for example, assessment records are shared with them on a monthly basis. These include parent's comments about their children's learning, which show they are very happy with the provision. For example, they say 'I am very pleased with the progress my child is making this year. The childminder is very happy, loving and consistent and I am very happy that my child is in outstanding care' and 'we really appreciate you completing the monthly learning journals and keeping us informed of our child's development. The time you spend with our child is having a very positive impact'. However, parents are not provided with information to help extend children's development at home, which restricts continuity in some areas of their learning.

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

Records of planning displayed in the playroom show that children's learning is promoted through an excellent range of planned activities that relate to themes, topics and celebrations. These include routine events and outings, which are alternated, so children are kept well occupied. For example, outings to a soft play area, parks and toddler groups. The childminder's extremely positive interaction and communication significantly contributes to children's learning and development and helps them to make excellent progress. The childminder is committed to the development of sustained shared thinking and asks open questions, which support and extend children's thinking and helps them make connections in learning. This can be seen in the way she responds to their interests and introduces additional resources, for example, photographs of family members and past events, which successfully capture children's interest and inspire their enthusiasm to communicate. Observation and assessment is used effectively to identify any gaps in children's development and plan activities to promote their individual learning.

Children show motivation within their play and are happy and settled. Their co-operation is encouraged through the childminder's patient approach and her clear objectives for them to share resources and take part in planned activities that are related to their individual needs. Consequently, children get on well and are well behaved. Regular outings to toddler groups mean that children widen their friendships and develop confidence and independence. They enjoy initiating their own games, for example, as they use a tent for games of hide and seek. Children's language development is promoted as the childminder gets down to their level, maintains face and eye contact and uses conversation and activities to extend children's vocabulary. For example, when children show great interest in opening and closing a tin filled with farm animals. Children make marks, for example, as they use chinks and felt pens and attempt to 'write' in their own diary. Photographs show children colouring in letters of the alphabet and learning to match letters to sounds, as they are encouraged to identify words that begin with the same letter.

Children are provided with a wide range of experiences that help them to learn about the wider world. For example, lots of outings, particularly during the school holidays, include rides on steam railway, making an igloo from snow in the garden and visits to a physical skills circus. Children develop an understanding of how things work, for example, as they activate buttons on imaginary play resources and laugh as they look at the environment through binoculars. They are encouraged to use a visual check list for finding objects and animals when on outings in the woods. Children learn about the effects of change, they make bread sticks and watch the dough rise and explore the features of living things as they plant and grow vegetables. Regular outings to a local park with a variety of equipment provide children with excellent physical challenges that successfully stretch their abilities. Opportunities to use a range of tools within all activities, for example, to

cut up fruit at snack time, promotes children's hand and eye co-ordination Children have access to an excellent range of materials, for example: glue, paint, modelling dough, sand and different items for junk modelling activities. These resources are made accessible each day and include a wide variety of paper and drawing materials, which develop children's creativity. Consequently, children show great interest in making their own designs and mark making.

The childminder's extensive range of policies and procedures are used effectively in practice to promote children's safety. Regular fire evacuations, discussions about risks on outings, activities relating to 'stranger danger' and road safety activity books help to extend this learning. Children form close affectionate relationships with the childminder and each other and, consequently, are extremely happy and settled. During school holidays, all children bring a packed lunch. At other times, the childminder provides healthy snacks and meals, which include hot food, as required. The childminder has a very good knowledge of children's individual likes and dislikes and includes lots of different fruit and vegetables that help to promote their good health. Children are protected from the risk of cross infection, for example, as they are reminded to wash their hands before eating and look at a poster displayed in the toilet, showing the correct procedure. In addition, they are encouraged to clean their teeth after meals, which helps to maintain their dental health.

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

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