

Inspection report for early years provision

Unique reference number	506855
Inspection date	05/10/2011
Inspector	Janice Walker
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 1998. She lives with her husband and their two children aged 14 and 11 years in Grantham, Lincolnshire. The home is within walking distance of local facilities including schools, shops and parks. All areas of the home may be used for childminding purposes although this mainly takes place on the ground floor with toilet facilities within this area and sleeping facilities on the first floor. There is an enclosed rear garden available for outdoor play. The family has two pet cats.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time, three of whom may be in the early years age range. Currently, there are seven children on roll, six of whom are in the early years range. She provides care all year round. The childminder has a vehicle available for her use. She is a member of the National Childminding Association and holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder establishes extremely positive relationships with parents and others which ensures consistency and continuity of care for all children. Clear and cohesive policies and procedures mean that they are safeguarded and their welfare exceedingly well promoted. They make excellent progress in their learning and development due to the childminder's comprehensive knowledge of each of them as individuals, along with her highly effective planning and assessment systems. The childminder's excellent systems of self-evaluation, along with her motivation for continual improvement, has a highly positive impact on the overall quality of the provision.

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 the use of the outdoor area to extend the different learning opportunities provided by the outdoor environment.

The effectiveness of leadership and management of the early years provision

The childminder has comprehensive systems in place to ensure that children in her care are safeguarded. She has an excellent understanding of her responsibilities relating to child protection and ensures parents are aware of these through her written policy and information displayed on the parent's notice board. Children are

exceedingly well supervised and there are robust procedures in place to ensure that adults are suitable to be in contact with children. Detailed and extensive risk assessments have been undertaken and daily checks of all areas ensure that the environment is safe prior to children's attendance. Meticulous detail is paid to emergency procedures to ensure that children's needs will be met in the event of unplanned or emergency situations. The childminder's business is underpinned by high quality policies and procedures, along with carefully completed documentation. She provides a cosy and stimulating environment where excellent resources are easily accessible to all. She actively promotes equality of opportunity, meticulously planning activities which meet the needs of each individual child.

Relationships with parents are highly effective. They receive comprehensive information about the setting and the Early Years Foundation Stage at the outset and are fully involved in supporting their children's learning and development. They are kept up to date about their children's achievements through daily verbal communication exchanges, the daily diary, photographs and regular, detailed written reports. Through questionnaires and ongoing verbal exchanges, they actively contribute their views and contribute to decision making within the setting. The childminder has worked hard to establish effective relationships with other providers where the care of children is shared and adapts her practice to ensure that each of these children benefits from a fully integrated approach to their care and learning. There were no recommendations raised at the previous inspection but the childminder makes highly effective use of self-evaluation to rigorously monitor what she provides. She is pro-active in seeking information from childcare publications and other professionals along with feedback from parents in order to secure continual improvement across all aspects of her provision.

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

The childminder demonstrates an excellent understanding of how young children learn and progress. She gathers extremely detailed information from parents at the outset which help to establish clear starting points for learning. Rigorous, high quality observations are used exceptionally well to plan an extensive range of activities and experiences which are tailored to children's individual needs and interests. Along with the comprehensive systems for monitoring children's progress, this means that children make exceedingly good progress in their learning and development. Indoors there are superb resources, which are clearly labelled and stored within easy reach and children are actively encouraged to explore and make independent choices. These are greatly enhanced through the provision of natural and household resources. Conkers in the farmyard, food boxes and real foods in the role play area and compost and dried foods for creative play all provide an additional dimension to children's play as they re-create real experiences and explore natural substances.

Whilst sharing books, the childminder's skilful communication techniques encourage children to learn new words and use language to express their thoughts and opinions. Singing times are a joyful experience, enhanced by props as visual

reminders of songs and which children use to make choices. These props are highly successful in enabling children to consolidate their learning. For example, a young child still developing early spoken language skills, later revisits the basket independently. As she selects her chosen prop she attempts to sing the associated rhyme and carry out the actions. She does this confidently and competently and the childminder allows her the time and space to practise her skills. The childminder actively seeks to promote children's awareness of difference. Within the home, books, toys and posters reflect the wider community and planned activities, such as stories about world festivals supported by related activities, such as craft activities and food tasting, support this well. Children move freely between indoors and the garden. Outdoor activities incorporate the unique characteristics and features of the outdoor environment and children enjoy experiences, such as chasing a ball on a windy day or listening to the rain whilst in the dark den. The childminder is exploring ways of further enhancing this aspect of her provision.

Children have close, trusting relationships with the childminder and confidently state they feel safe with her. Through routines and supporting explanations and discussions, for example, relating to emergency evacuation practices and road safety, children develop a secure awareness of possible dangers and how to stay safe. They understand and follow very good hygiene procedures; always supported through explanation and discussion along with pictorial reminders. Excellent routines, such as healthy meal times and regular times for physical activity and outdoor play, supported by planned activities, such as growing fruits and vegetables, help children to develop a good understanding of what constitutes a healthy life-style. Children develop a strong sense of belonging, fostered through the childminder's warm and caring manner along with the many visual reminders that they are a valued part of the childminding environment. For example, their paintings and photographs are displayed and resources, such as books, are made for and with, individuals. Overall, the childminder's skilful and high quality interaction, along with the excellent organisation of the environment ensures children are developing exceedingly well the skills and abilities which will support their successful 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
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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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