

Inspection report for early years provision

Unique reference number	118278
Inspection date	18/10/2011
Inspector	Deborah Starr
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 was registered in 1996. She lives with her husband and two children aged 14 and 18 years in Portishead, North Somerset. The whole of the ground floor and two of the bedrooms and the bathroom on the first floor are used for childminding. There is a fully enclosed garden for outside play. The family have a number of pets; a dog, which is kept separated from children, a rabbit, tortoises and fish.

When working on her own the childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant she is registered to care for a maximum of nine children under eight years at any one time, of whom no more than six may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for four children within the Early Years Register, four children within the compulsory part of the Childcare Register and two children within the voluntary part of the Childcare Register. All children attend on a part time basis. The childminder makes use of local facilities including toddler groups, library and parks and takes children to and collects from local schools and pre-schools. She is a member of the Portishead accredited childminding network, and the Avon and Somerset Constabulary network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish due to the childminder's thorough understanding of each child's individual needs, which enables her to promote their welfare and development exceedingly well. Children make excellent progress in their learning and development in relation to their starting points. Excellent partnerships with parents and highly effective links with other early years providers contribute significantly to ensuring continuity in children's care, learning and development. The childminder works collaboratively with others to continually evaluate the quality of the provision. The childminder is always striving to improve and, as a result, ensures the best possible 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:

- enhancing further the range of experiences to reflect fully the diverse

cultural backgrounds of all the children that attend.

The effectiveness of leadership and management of the early years provision

Rigorous checks ensure that all adults working with children are suitable to do so. Children thrive in the care of the dedicated childminder who is committed to developing her skills. This is achieved through the sharing of good practice, ongoing training and research to ensure she has up to date information. Frequent reviewing and ongoing training focused on safeguarding issues and child protection ensure she is exceedingly well able to protect children from harm. She is fully aware of what she should do should she have a concern about a child. Thorough and regularly reviewed risk assessments, alongside comprehensive daily checks, ensure children are not at risk from hazards or themselves. For example, she downloads risk assessments and guidance notes for planning a visit from local attractions. All required records and documentation are well maintained and shared with parents. The learning environment is thoughtfully laid out and well resourced with exceedingly high quality toys and equipment that reflect children's interests. Highly effective use of resources contributes significantly to children's excellent progress in their learning and development and creates an inclusive environment for all. The uniqueness of most children and their families is reflected through a wide range of interesting ongoing activities and resources. This supports children to recognise most of their own and others diverse qualities through meaningful experiences. For example, children follow the experiences of a friend to their family home in Thailand through up to date photographs, maps and matching animals seen on her travels.

The childminder has a strong commitment to continuous improvement as she strives for excellence. This is achieved through frequent ongoing review and evaluation of all aspects of the provision and children's learning. This involves parents, children, other early years providers, the local early years network and quality improvement planner and Ofsted self-evaluation documents. As a result, the childminder ensures that children thrive and are assured of the best possible outcomes. Recent improvements include the purchase of high quality storage units to enhance independent self-selection of resources. Self-evaluation has identified the need to develop ways in which she embraces more fully the diverse cultural backgrounds of all children that attend.

Children's experiences are enhanced through highly effective partnerships with parents and highly collaborative links with other early years providers that children attend. Parents' are exceedingly complimentary of the care given and development their children make. Parents' knowledge of their own child is actively sought and taken account of during an extensive and nurturing introduction period. Thus ensuring children settle well and their interests, welfare needs and developmental stage are exceedingly well known. This effectively contributes to the accurate initial assessment of children's capabilities. Parents are frequently informed about all aspects of their own child's achievements and development through frequent discussion and access to written observations and identified next steps in learning. Parents are supported and play an active role in their child's ongoing learning and

development, through a daily diary, termly newsletters and discussion about the use of resources.

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

Children make excellent progress in their learning and development in relation to their starting points and subsequent achievements. Children's progress is frequently observed, assessed and evaluated. Planning for children's next steps in learning and development is highly effective and responsive to children's interests. The childminder uses her excellent knowledge of the children and the learning potential of resources to ensure that priorities in learning are supported well. Clear guidance and time to repeat and practise supports young children highly effectively to develop and embed language and problem solving skills. For example, children follow instructions and start to problem solve as they match and place flat objects inside pre-designed envelopes and manoeuvre these to place into a toy post box. Their interest when visiting a local butterfly farm is developed through observing the life cycle of butterflies in a home kit. They investigate using highly impressive resources such as eggs, cocoons, caterpillars and a multitude of different butterflies. They examine these using a magnifying glass. They read and listen to related stories using props from a story sack and create their own pictures whilst observing the life cycle at first hand before releasing the butterflies into the wild. Children's curiosity to explore the world around them is enhanced as they observe tortoises in a shed in the garden using CCTV equipment. Children develop exceptionally good skills for the future. Children from an early age develop an awareness of the importance of sustainable materials through the sorting and disposal of plastic and re-use of paper.

Children demonstrate high levels of independence and self care as they spontaneously follow and understand the reasons for good hygiene routines throughout the day. They engage in a wide range of innovative physical activities that promote their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle such as a 'Jungle Day' in Glenny Woods. High quality home prepared meals that include fruit and vegetables they have grown themselves promote healthy eating. Children are taught to be safety conscious and develop a strong understanding of how to keep themselves safe both within the home and when on outings. Innovative use of laminated cards focus on personal safety in a variety of situations, such as a trip in a car, promotes children's understanding of how to risk assess their own environment. Daily walks and use of props loaned from the toy library promote an understanding of road safety. Visits by the local community policeman and to the local fire brigade enhance children's awareness of people who help us. Children show an extremely strong sense of security and belonging and delight in seeing themselves and others in the vast number of photographs on display on activity boards. The childminder is highly skilled and helps children to manage their own behaviour through sensitive and appropriate guidance. Children are extremely well supported when facing unfamiliar situations. For example, children read and listen to stories about an Ofsted inspection. Children's confidence and self-esteem increases due to the

frequent praise, encouragement and consistent, respectful and clear approach by the childminder. Children's behaviour is exemplary.

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
--	-----