

Inspection report for early years provision

Unique reference number	EY349799
Inspection date	19/10/2011
Inspector	Anne Barnsley
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives with her husband and two children aged 10 and seven years in Nettleham, Lincolnshire. The whole house is used for childminding, with the exception of two rooms on the first floor. Amenities such as schools, pre-schools, shops and a park are within walking distance. The childminder also uses her car to transport children. The family has a cat.

The childminder is registered to care for a maximum of five children under eight years, of whom no more than three may be in the early years age group. She currently has a total of 10 children on roll, one of whom is in the early years age group. All the children she minds attend full-time education and she minds them before and after school during term time only. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective. Children thrive in this stimulating, welcoming environment where their uniqueness is fully promoted. Highly effective partnerships between providers, parents and other agencies ensure children's individual needs are met and their protection is assured. The capacity for sustained improvement is well targeted and prioritises areas that have the most significant impact on the outcomes for the children who attend.

What steps need to be taken to improve provision further?

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

- using questionnaires to gather consistent data from the parents of children in the early years age group so that this information can be used to contribute to ongoing self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety. She has completed two safeguarding courses and has a comprehensive awareness of safeguarding issues. All policies and procedures that are required for the safe and efficient management of the setting are implemented consistently and robustly to ensure that all concerns are prioritised and dealt with effectively. These are shared with parents to ensure they are fully conversant with how she organises her setting and her duty to protect children. The supervision of children is vigilant. Full risk assessments are in place and safety measures are reviewed

daily to ensure the continued safety of children. All adults who have regular contact with children are appropriately vetted.

This is an exceptionally warm and welcoming setting which provides children with an extensive range of stimulating activities and experiences in a homely environment. The childminder has high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. She operates an equal opportunities policy and promotes equality and diversity well. She has an in-depth knowledge of each child's background and promotes a harmonious environment in which children learn to appreciate and respect each other's differences, the society in which they live and their local community. She has high expectations and standards, which are embedded across all areas of her practice. She is reflective about her service and has completed a comprehensive self-evaluation. She accurately priorities improvements according to those that have the greatest impact on children and drives improvements forward as a continuous process. She has successfully met the recommendations that were raised at the last inspection by developing her knowledge of what to do if allegations were made against herself and has included this in her updated policy. She has also increased the resources that help children to develop positive learning about diversity and the wider world. Further to this, the childminder has made self-initiated improvements to the environment, both indoors and outdoors, by developing the playroom and the garden. These improvements have positive outcomes for the children who attend and fully promote equality of opportunity.

The childminder takes a lead role in establishing effective working relationships. There are well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. All children's needs are exceptionally well met. She makes excellent use of training resources and is extremely proactive in updating her skills and knowledge. She works consistently with other professionals who know the children well to meet their specific needs. By constantly updating her resources she takes well-considered steps to ensure the resources and environment are fully sustainable and support the developing and changing needs of the children. Their well-being is significantly enhanced through the childminder's clear perception, organisational ability and her drive to improve. As her next step she wishes to introduce a reward system for children and to continue to develop her self-evaluation as an ongoing process. However, she currently does not use parental questionnaires to update her self-evaluation with consistent data and further involve parents in this process. However, daily communication takes place between the childminder and parents. Purposeful information is exchanged regularly so that parents are well informed about their child's achievements, well-being and development. Parents' comments are extremely favourable and children eagerly say how much they enjoy coming and how much fun they have.

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

The childminder has a very good knowledge of the learning, development and welfare requirements. High quality planning and organisation ensures that every

child is suitably challenged by the learning experiences provided. Activities are well planned and based on thorough and accurate observations and assessment that are matched to the full range of children's needs. This is a highly inclusive environment in which children thrive and make significant gains in their learning. It is a vibrant and stimulating setting that provides children with an excellent balance between their school day and the fun activities provided by the childminder, which complement their learning. They play a dynamic role in their learning through offering their ideas and responding to challenges with enthusiasm. They are extremely confident, secure and display an exceptionally strong sense of belonging. Children ask questions and listen attentively to the answers. All children are valued and engage in experiences which help them to value diversity. They talk confidently and openly to the childminder, showing they trust her and that she values what they have to say. They all talk together about their school day and what they would like to do while they sit around the table enjoying a variety of healthy snacks. This is a very happy and social time where everyone has a say and offers their thoughts.

Children have excellent relationships with the childminder and their peers. Their behaviour is exemplary and children show an excellent awareness of responsibility within the setting. They have impeccable manners and show a very clear understanding of respecting each other. They have developed very close friendships and play cooperatively together, sharing, taking turns and talking about what they are doing. Children have access to an excellent range of resources and enjoy a wealth of extremely interesting and varied craft activities.

Children show an exceptional understanding of the importance of following good personal hygiene routines and developing healthy lifestyles. They are very well nourished and make healthy food choices. They gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle as they have innovative opportunities to engage in a wide range of physical activities, both indoors and outdoors. They play in the garden after school, and when it is hot enjoy playing in paddling pools and on waterslides. They play cricket, make dens, use mobile toys, grow plants and have toy speed boat races in the stream under the constant and vigilant supervision of the childminder. They walk to and from school each and develop a good understanding of road safety and staying close to the childminder. All children show they feel safe as they have a strong sense of security within the setting. They show an excellent understanding of what standards of behaviour are expected to keep themselves and others safe. Children use a range of tools and equipment in their play and know how to use these safely, for example, when baking, gardening and using scissors for their craft work. Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. They are competent with numeracy and technology and show an eager disposition towards developing their writing skills. Children are capable, independent learners who are developing the skills that they need to secure their future learning and well-being.

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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