

Inspection report for early years provision

Unique reference number	EY252611
Inspection date	14/10/2011
Inspector	Jill Steer
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 2003. She lives with her husband, her 11-year-old and two adult children in Worthing, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding.

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. She is currently minding four children in the early years age group. She also offers care to children older children aged up to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children and their families are warmly welcomed into an extremely friendly, child-orientated setting. The childminder works impressively meet all children's needs and promote their welfare. She has exemplary relationships with parents and an excellent understanding of how to liaise with others involved in the children's care and development to enhance children's early years experiences. High regard is given to self-evaluation of the provision and the systems used are mostly very successful in helping the childminder maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- exploring further ways to evaluate the effectiveness of the provision to continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to safeguard children and is aware of signs that a child may be at risk of harm. She regularly attends courses to update her knowledge on the latest procedures to follow should she ever have any concerns about a child in her care. Extensive risk assessments are completed of all areas used by the children including every venue they visit on outings. These are updated as appropriate so children remain safe. The childminder's immense

experience and organisation have created a highly secure and inviting place for parents to leave their children to spend their days where they can learn and flourish safely.

The childminder constantly extends her childcare knowledge by attending courses such as 'challenging behaviour' and 'forest schools'. This demonstrates her commitment and ambition to constantly improve her provision. She continually reflects on her practice and responds to any suggestions for improvement from parents. She has not explored different ways of evaluating her provision to ensure that she continues to build on her outstanding practice.

Extremely comprehensive policies and documentation are in place to underpin the service provided by the childminder, all of which are shared with the parents so they are clear about the care their children will receive. Professional and successful relationships are further developed with the parents through the sharing of information about the care and development of the children. The childminder requests full details of each child through the use of 'All about me' forms and regularly shares the children's individual learning journeys with parents. Any other settings the children attend are contacted by the childminder to share the development records and the three way communication ensures true continuity of care for each child. Parents' views of the childminding practice are sought regularly and any comments or suggestions are positively viewed and addressed by the childminder. Parents speak highly of the childminder and frequently recommend her as a child-centred carer of a first class standard.

The childminder has created an extremely child-friendly environment with most care being provided in a dedicated room where children can play safely and freely. They can independently access the resources in the vibrant and stimulating room which are appropriate to their age and stage of development. All children are clearly very happy and thrive as a result of the childminder's care and they make excellent progress in their learning and development. The childminder helps children learn to value different aspects of their own and other people's lives, treating everyone as an individual through her positive attitude to promoting equality and diversity.

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

Children are warmly welcomed by the very caring childminder who devotes her time to supporting the children in their play. Children are each highly valued and have extremely good relationships with the childminder. Children's individual interests are fully encouraged and incorporated easily into the daily planning. For example, when children expressed an interest in leaves, they went for a walk through the trees, kicking and collecting the fallen leaves and creating a colourful nature display which included acorns and conkers. Children's fascination was then skilfully sustained with the addition to the display of books, stories and activities about the season of autumn. Planning for each child stems from the childminder's observations of their interests, play and achievements. All of which is recorded in

great detail in individual learning journey folders. The adult-led, planned activities are then accurately set at the right level for each child to ensure they each enjoy and achieve consistently at their own level and pace.

Activities are successfully planned so all six areas of learning are incorporated. For example, children take great delight in making banana cakes and all the measuring, mixing, discussing recipes, baking and tasting that is involved. They are encouraged to use the electronic scales, measuring spoons, and observe the use of the hot oven, discussing everything in detail as they go. They ask questions and use appropriate language such as 'too much', 'too hot' and 'what do we do next?' Children are constantly praised for their achievements, which makes them smile and boosts their self-esteem. Samples of their work are displayed on the walls, creating a bright environment and instilling a sense of pride in each child. Children behave extremely well and show care and consideration for each other. Having used their imaginations exceedingly well to create a 'cardboard castle' from a large box, they sit inside together to play with lights and torches in the dark. They share and take turns, cooperating well as they work together to hold the roof on and then jump up to make it fall on the floor, giggling excitedly together.

Children benefit from many visits in the community to help them learn about their immediate environment. They make friends with other children when they attend groups and activity centres as well as meeting a selection of animals at farms and wildlife centres. Such a wide range of interesting outings really helps children learn about the world they live in, where some foods are grown and how to benefit from the healthy environment they live in. They eat the fresh fruit they pick and learn how to keep themselves and each other safe while they are out. They wear high visibility jackets and either hold hands or wear wrist straps as they learn about keeping safe. Some outings introduce children to people with special educational needs and help them understand that everyone is different and so develop a sense of tolerance. Children are encouraged to be inquisitive, imaginative and to make choices, which means they become motivated and eager to learn as they feel safe in their environment. The childminder's positive behaviour management strategies mean children are acknowledged and praised for their efforts and respected as individuals. For example, the childminder offers praise to acknowledge their contribution and, as a result, children acquire a positive disposition to 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
--	---

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
--	-----