

Inspection report for early years provision

Unique reference number	EY273961
Inspection date	25/10/2011
Inspector	Jan Moutter
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 registered in 2003. She lives with her husband, who is also a registered childminder and they work together, and their children aged 14 and nine years of age, in Haydon Wick, a district of Swindon, Wiltshire, close to shops and the many local parks. The childminder takes and collects children from local schools and pre-schools. The whole ground floor of the childminder's house is used for childminding, together with a first floor bathroom and bedroom for overnight care. There is a fully enclosed garden available for outdoor play. The co-childminders have another setting which is also registered for childcare, but is under repair from flood damage and was not inspected at this visit.

The childminder offers care on a daily basis, as well as before and after school, and during school holidays. She walks to the local school to take and collect children. The childminder provides free early education for children aged three and four. When working on her own she is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age range. When working with her co-childminder, she is registered to care for a maximum of 11 children under eight at any one time, of whom no more than six may be in the early years age range. She is currently minding four children in the early years age range on both a full-time and part-time basis. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She supports children who speak English as an additional language. The childminder is an accredited childminder and a member of the TRIO Childminding Network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive excellent levels of individual care from the childminder. They thrive since the childminder recognises their unique characteristics and stages of development. This coupled with a professional approach to all areas of childminding activities enables the setting to achieve outstanding outcomes overall for children in most areas of its practice. There are highly successful partnerships in place with parents and good links with others who support the children, with frequent discussions about the welfare of the children. The childminder and her husband co-childminder reflect thoughtfully on their work and they are equally strongly proactive in seeking advice to continually improve and maintain their already excellent practice.

What steps need to be taken to improve provision further?

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

- improving opportunities for children to be more involved in daily routines to promote their life skills
- developing stronger links with other professionals to further support children's special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

The childminder keeps comprehensive reference documents to hand to enable her to act if she has any safeguarding concerns. A policy regarding child protection procedures is one of a number that she regularly updates. The childminder openly discusses with parents when a child arrives with an injury to prevent any misunderstandings. The childminder maintains a very safe home for the children, with a comprehensive range of sensible measures to reduce risk of accidents. She has many helpful safety leaflets accessible, to keep her own knowledge up to date and to share with families. A written record of home safety is on file, and this includes a reference to outings and visits. The childminder is very proactive in safeguarding the welfare of each child who attends and provides a comfortable family environment for the children. The warm welcome begins as you step in the front door, with colourful displays and pictures to attract the children's interest. The childminder works with another childminder at this setting, and together they provide a supportive, caring and friendly family environment where all are welcome. The childminder has an extensive collection of resources that support children's learning exceptionally well. Resources suit a wide age range of children and items are in good condition and amply cover all areas of learning, including the well equipped garden.

The childminder draws on her many years of experience of caring for young children. Her training record reflects a highly sustained commitment to improving her knowledge and skills. As new developments occur she does not hold back in seeking advice from other professionals to satisfy and maintain her own high standards. She provides free early education for three and four-year-olds and plans to undertake an early years degree. The childminder maintains excellent partnerships with parents. She gleans a great deal of information about the children so that she can attend to their individual needs effectively. She knows whether children speak English as an additional language or have other cultural or religious backgrounds, and reflects these within her provision. She does not rush parents in the morning and is very reassuring to them about their child's development. As children's health needs vary over time, the childminder keeps dated notes of any potential issues, such as new food allergies. The childminder works with parents to focus on specific areas of development that other professionals may recommend. She has strong links with pre-schools and acts as a go-between to pass messages concerning children back to their parents. She shares information about children's progress and care with staff but links with other professionals are evolving to further support children with special educational needs and/or disabilities. She uses shared information effectively to meet children's needs. She seeks parental views and comments on questionnaires and in

numerous thank you cards, are very complimentary.

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

Children are very settled in the childminder's home, happily playing with the other children present and not wanting to go when it is time for them to leave. They enjoy cuddles and share giggles with the childminder who builds very good bonds with them. The childminder provides excellent support to early language and literacy. She makes good eye contact and echoes sounds to young children who are just beginning to communicate. She chooses from her excellent well established book collection stories to attract the interest of all the age range present. The way the childminder tells the stories has each child totally engrossed and on the edge of their seats. They predict what is coming next and she quietly calms them and expertly encourages them to take turns in what they say and to listen so they all have a turn to be heard. Older children take turns to read the story to the others. Younger children lift the flaps and again enthusiastically joined in, while the childminder sits back and allows each child in turn to shine. Books also encourage children to begin to press buttons to make sounds and this early interest in technology is extremely well supported with many further options to use toys with lights and sounds. This helps children develop excellent skills for the future as they take responsibility for their own learning, collaborate and develop high levels of self-esteem and confidence.

The puppet theatre is a very popular request and the children really enjoy playing with it. Again the childminder demonstrates that words have meaning. During their shows the childminder reads from a card, following the words with her finger as the children act out the story. Then highly motivated and very creatively the children make up their own show. The childminder draws on her experience of supporting children in school with reading to extend their knowledge of letters and sounds. Early mathematics also receives high priority with books, toys and boxed games to suit all age groups. The childminder keeps extensive written notes on daily activities and specific achievements of the children, which she helpfully shares with parents to fully involve them in their learning. She also keeps a track of progress against each area of learning, though her most useful source of information is the extensive knowledge she has for each child in her care. This helps children make significant gains in their learning and development.

The childminder is highly committed to offering a home environment that reflects the diversity of the modern world, which she achieves extremely well. She is careful in her choice of visual images on paperwork and when selecting books or dolls for the children to play with, so that they represent diversity in a very positive light. The childminder talks openly to children about those with special educational needs and/or disabilities, to establish an atmosphere of respect and understanding. Children use recycled items for new games, such as turning a cardboard box into a tank or the popular Halloween bats and spiders.

Children develop excellent awareness of how to lead healthy life-styles through the

support the childminder provides for their health and well-being. Children demonstrate an excellent understanding of good hygiene and the ability to look after their personal care through following well established routines. They demonstrate social skills while sitting to the dining room table for all snacks and meals. They have opportunities to relax and play quietly according to their individual needs. This helps them thrive. However, the childminder does not encourage them to take part in daily routines, such as setting up the table or chopping the cheese for their snack, to further develop their life skills. There is an excellent range of items to promote imagination and story telling, which have been added to over many years. The range also covers many items for garden play outdoors, with an emphasis on physical activity. The children have daily trips out to the local parks where they can run and play games. They talk excitedly about how the childminder joins in as they play games of 'knock out'. This is an excellent way to benefit from fresh air and the children's growing passion for sports regardless of gender.

Children have exceptional understanding of safety issues. They clearly demonstrate what to do in the event of a fire and explain how they need to keep their environment tidy so no-one slips, trips or falls. Children show an extremely strong sense of security and belonging. The childminder is highly skilled and sensitive in the management of children and their behaviour, and as a result, children behave very well. Close working with parents ensures children's individual needs are supported fully and children are helped to share and play highly cooperatively with others. Children work as a team as they play or help tidy up and show excellent levels of confidence and self-esteem, helped through the frequent praise and encouragement they receive from the childminder.

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	2
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	2
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