

Inspection report for early years provision

Unique reference number	EY289001
Inspection date	08/09/2011
Inspector	Christine Williams
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 was registered in 2004. She lives with her husband and one child aged eight in the village of Honeybourne, near Evesham. Most of the downstairs of the childminder's house is used for childminding, along with two bedrooms on the first floor. The home is close to shops, parks, schools and local rail links. There is a fully enclosed play area available for outdoor play. The family has a pet hamster and goldfish.

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 five children in this age group, some of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder holds a recognised childcare qualification, is a member of the National Childminding Association and is part of a childminding network group. She collects children from the local school and pre-school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All aspects of children's learning and development needs are met with a high level of success. Children make outstanding progress, and absorbing activities, both indoors and out, ensure they are highly confident with a passion for learning. Their ideas and views are highly valued and the childminder responds to and fully reflects their individual needs as she helps them to learn and progress. The childminder takes a full and active role in developing links with schools and other settings, and partnerships with parents are extremely positive. Excellent forward thinking and evaluation ensure that practice remains at a high level and that children experience a safe and extremely rewarding start to their care and early education.

What steps need to be taken to improve provision further?

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

- extending and developing further the ways in which the learning needs and fascinations of boys are supported.

The effectiveness of leadership and management of the early years provision

The childminder is highly effective in ensuring children are safe. This is achieved through rigorous attention to child protection procedures, safety and risk assessments. She continually updates her safeguarding training and demonstrates a high level of awareness and understanding. For example, she knows that children often communicate non-verbally and that this can be significant in recognising safeguarding issues. Protocols and practices for referrals are clearly understood and ensure the childminder is well placed to respond to any issues that may arise. Important information about children, such as collection and living arrangements, is gained from parents and a detailed safeguarding policy highlights the childminder's role and responsibilities in keeping children protected and safe. Safety arrangements are robust, and flexible attitudes, policies and everyday practices are highly successful in promoting children's welfare.

Strong organisation, close partnership working and effective self-evaluation are key strengths. The childminder is well qualified, experienced and reflective. There is an enthusiasm for continual training, strong ambition and high expectations for achieving the best outcomes for children. She works successfully with other professionals and takes the right steps to ensure the experiences and outcomes for all children are positive. For example, she uses excellent methods to ensure information is passed on to other professionals, and this ensures there is a shared understanding and continuity of care for the children who attend more than one setting. As a result, children are fully supported and their transition on to school or to other settings is eased. Children's different learning styles and interests are known and a good start has been made in building on the particular fascinations of boys, although there is scope to do more in this area.

The childminder's home plays a key role in supporting children's progress, providing a warm and secure place to be. There is a well-equipped playroom and a wealth of toys and resources that stimulate and excite. The partnership with parents is excellent. There are very effective settling-in routines and parents make many positive comments and recognise the outstanding work being done. Parents receive a wealth of information about their child and are actively encouraged to contribute and join in with the learning at home. For example, they receive newsletters containing the words to the songs their children are learning and are regularly asked for their own observations of what their children can do. There is a formal review of each child's progress every six months and informal daily updates, backed up by detailed records.

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

Children make significant gains as they are supported and challenged to build on what they already know and extend their skills. They show high levels of confidence, curiosity and imagination. Their individual fascinations are built on and they extend their learning through doing things that interest them. For example,

'show and tell' times help children develop the confidence to initiate conversations, and they show awe and fascination when investigating interesting objects, such as an old bees nest. Planned learning activities are based on a thorough knowledge of the children and observations are used effectively to track their progress and plan their next steps.

Children are confident, settle well and develop excellent relationships with the childminder and each other. They behave exceptionally well and are eager to help. Rules, such as remembering to take off shoes in the house and always playing nicely together, are displayed in both pictures and words. These ensure that children learn to share, take turns and care for each other and their things. Reward charts, certificates and 'well done' slips are earned for such things as eating all of their dinner or thinking of others. Children recognise that their thoughts and feelings are respected and so willingly make choices and decisions, and eagerly help to plan their own learning. Their play is purposeful and creative, and this helps them to learn effectively. For example, they sing, dance, act out familiar stories with puppets and make up their own imaginary games. New words, and the sounds they make, are copied as the childminder constantly talks to them and looking at books develops a love of story times. Children constantly hear and use numbers as they count the grapes on their plate or how many mouthfuls of dinner they have eaten. Sensory play with jelly, sand and water encourages them to experiment, and they bake and cook using such things as wooden spoons and a potato masher.

A rich range of learning experiences fully support children in understanding about the benefits of a safe and healthy lifestyle. Safety topics, such as stranger danger, the importance of car seats and fire prevention, are discussed with sensitivity and backed up with interesting learning activities, such as a visit to the local fire station. Strong messages about safety ensure children know how to be careful, particularly when playing outside or trying new things for the first time. Their daily routine is carefully balanced to ensure they have lots of fresh air, exercise and rest, and strong physical skills are built as children slide, peddle, balance and crawl. Nutritious meals and healthy snacks ensure children receive five portions of fruit or vegetables a day and they learn about food from different countries and take pleasure in helping to cook and bake.

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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