

Inspection report for early years provision

Unique reference number	EY276930
Inspection date	21/09/2011
Inspector	Carol Cox
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 January 2004. She lives with her husband and two young children in Clevedon, North Somerset. The whole of the house is used for childminding. There is an enclosed garden for outdoor play. The family has a pet hamster.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years, of whom three may be in the early years age group and one may be under one year. She is currently caring for six children in the early years age group at different times during the week. She is also registered on the voluntary and compulsory parts of the Childcare Register and may offer care to older children. The childminder is a qualified nursery nurse and is accredited to receive early years education funding for three and four-year-olds. She attends the local toddler group and takes children to local places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is very effective in promoting excellent outcomes for children in all areas of care, learning and development. Children make exceptional progress in her care, enhanced by the significant partnerships built with parents and other settings. Thus, the unique needs of every child are carefully identified and nurtured. Through meticulous attention to detail the childminder organises her provision in a friendly but highly professional manner.

What steps need to be taken to improve provision further?

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

- maintain excellent standards of childcare through continuing professional development

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well because the childminder has an in-depth knowledge and understanding of safeguarding issues. She attends regular training and is fully aware of the policies and procedures of the Local Safeguarding Children Board procedures. She makes parents aware of her responsibilities for protecting children in writing. The childminder is vigilant in recording details of all those adults authorised to collect children and uses a password system to cover emergency situations. She has made rigorous risk assessments of all aspects of her

provision and reviews these regularly, for example, when new children start. Her home is bright and cheerful and offers children freedom to move around to access the vast range of toys, resources and materials to support their play and learning. She is extremely well organised and carefully plans activities and opportunities for freely chosen play to meet the identified learning needs and interests of each child. The childminder keeps children safe on outings through thoughtful planning. For example, when away from home she carries a notebook containing the emergency contact details for each child. The childminder practises fire drills with all minded children to ensure that they are able to quickly and safely exit the house if needed. She highly values close relationships with parents to identify and meet the unique needs of every child. She has also built significant relationships with carers from other services. For example, the key person at a child's nursery has written a glowing reference describing the childminder as 'absolutely outstanding, playing an active role in the development of the child'. Parents complete annual questionnaires and are full of praise describing the childminder's 'very high quality service' and detailing her commitment to helping children settle and promoting their learning extremely well.

The childminder makes extensive self-evaluations of her practice; these are supplemented with the completion of the local authority quality assurance scheme. The detailed and analytical evaluations include identified areas for development, actions required and reviews of progress. For example, after identifying in which areas she needed to extend the resources/equipment that are available to the children she obtained funding from the local authority. Children now have further opportunities to develop their play and exploration, both indoors and outdoors. The childminder has successfully implemented the Early Years Foundation Stage and has taken full advantage of training opportunities to become an accredited childminder, she is registered to receive funding for early years education for three and four-year-old children. Her deep commitment to on-going professional development means that she is able to provide an extremely well-informed provision to ensure children make very best progress and achieve their potential. The childminder is committed to promoting equality and diversity for all children. Children learn about the world at large through their everyday activities and meetings with people who have different needs to themselves. Each child is regarded as a highly valued individual and their unique needs are met accordingly, with a full knowledge and understanding of their particular care, learning or cultural needs.

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

The childminder uses her excellent knowledge and understanding of how children learn and develop to help every child make best possible progress. She offers a fantastic range of thoughtful and stimulating activities and resources to promote learning through play in all areas. She carefully observes and records children's achievements in beautifully documented learning diaries which are illustrated throughout with photos and examples of children's work. Learning diaries and reviews are shared with parents and each child's next steps in learning are

meticulously identified and recorded. These records form the firm foundation for the childminder's planning to embrace all areas of learning. For example, the childminder plans a theme about senses. Children meet with a blind person and her guide dog and listen to her describe how the dog helps her. They experience a series of activities which heighten their senses and help them understand how each sense works. These activities are all fun; to learn more about touch children enjoy a feely bag game to identify different cuddly toys; feel Braille letters on a card and take part in a blindfolded treasure hunt. Craft activities encourage children to examine different textures and learn new words to describe what they are feeling. The childminder has a high awareness of how to extend children's own play to promote learning in all areas and meticulously detailed learning diaries clearly demonstrate the vast range of experiences children enjoy to promote their progress exceptionally well.

Children have an excellent understanding of expected behaviour. They contribute to the setting by helping tidy up and are fully aware of the daily routines such as laying the table for snack time. The childminder has a high awareness of the factors which may affect children's behaviour and encourages children sensitively and appropriately through positive approaches. For example, the childminder uses baby signing and Makaton to help very young children express themselves before they have the speech to do so. She explains that this reduces their frustration in trying to make them understood and promotes positive behaviour. Children learn to keep themselves safe, for example they sit down to take off their wellingtons so they don't 'wobble and fall over'. Children develop very good hygiene and self-care habits, even very young children know they need to wash their hands accompanied by the 'hand washing song' before snack time. They enjoy choosing and cutting their own fruit at snack time and learn about the provenance of food when growing tomatoes and cucumbers. They begin to understand that tomatoes are initially green but turn red when they are ready to eat. Their individual dietary and health needs are carefully identified and met through close discussions with parents to an exceptional standard. Through her excellent interactions children develop a strong sense of security and are happy and content in the childminder's care.

They contribute to the household routines by helping with small tasks and photographs show their happiness at being included in family life. Through strong partnerships with key persons at other settings and parents the childminder helps children make wonderful progress and relish the challenge of learning. They benefit from developing skills which found a strong base for future 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
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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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