

Inspection report for early years provision

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Inspection date	29/09/2011
Inspector	Debbie Starr
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.

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 registered in May 2011. She lives with her husband, who is her co-childminder in Warmley, South Gloucestershire. She has two children aged 15 and 20 years. Minded children have access to the whole house and an enclosed rear garden is available for outdoor play. The family has a pet cat.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working alone, she may care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. When working with her co-childminder they may care for a maximum of nine children under eight years, of whom six may be in the early years age range. The childminders are currently caring for seven children in the early years age range. They are also caring for older children under the Childcare Register. All children attend on a part time basis.

The childminder makes use of local facilities including the library, toddler groups and parks. She takes children to and from local schools and pre-schools. She is a member of the South Gloucestershire childminding network and an accredited childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish due to the childminder's thorough understanding of their individual needs, which enables her to promote their welfare and development exceedingly well. The childminder's excellent knowledge and understanding of how children learn ensures they make the best possible progress. Overall, there are excellent partnerships with parents and highly effective and proactive links with external agencies and some early years providers. These contribute significantly to ensuring continuity in children's care, learning and development. The childminder is always striving to improve. She works collaboratively with others to continually evaluate the quality of the provision. As a result she ensures the best possible outcomes for children.

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 the links with other settings children attend to firmly establish a two way flow of information that brings about continuity in all children's

care learning and development.

The effectiveness of leadership and management of the early years provision

Robust checks help ensure that all adults working with children are suitable. Children flourish in the care of the well qualified and dedicated childminder. The childminder is committed to developing her skills through frequent training and sharing of good practice. The childminder's excellent understanding and knowledge of child protection issues and procedures to follow if she has a concern ensures arrangements for safeguarding children are robust. Thorough risk assessments and comprehensive daily checks on all areas of the home and outings are in place. Well considered review of risk, for example when visiting animal parks, ensure children are cared for in a safe and secure environment where hazards are rigorously identified. All required records and documentation are well organised and shared with parents.

The thoughtful layout of all play areas and use of visual aids, such as a toy catalogue, allows children to make independent choices. They easily access an extensive range of high quality toys and resources. These support their play and learning and reflect their interests. The uniqueness of each child is fully embraced. Meaningful activities, resources and social experiences reflect children's diversity and promote their understanding of the wider world.

Children thrive and are assured of the best possible outcomes, due to the childminder's commitment to continuous improvement. She achieves this through frequent review, reflection and evaluation of all aspects of her provision and children's learning. This process includes the Ofsted self-evaluation form and the views of parents, children and early years network development workers. Recent self-evaluation identified the need to establish more effective links with other early year providers children attend. Future identified training includes an understanding of schemas and brain development.

The childminder builds highly positive relationships with parents. They are exceedingly complimentary of the care given and development their children make. They are very well informed of the childminder's practice, through discussion. A comprehensive and regularly updated prospectus includes written policies and procedures. An abundance of information such as, Ofsted contact number, daily menu, fire drill and children's activities are clearly displayed. Parents are frequently informed about all aspects of their child's achievements and development. There is regular discussion, a daily diary and six weekly access to written observations and future priorities in learning. Parents engage in an active exchange of information about their children's achievements and progress. They share ideas to support learning, such as favourite games. The childminder forms highly collaborative links with interagency teams to ensure each child is given the support they need. Links with other early years providers are positive and developing.

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

The childminder provides rich and varied experiences that meet the needs of all children exceedingly well. Assessment through high quality observation is rigorous. Information gained when children first start is used very effectively to guide the planning of activities with a clear sense of purpose. The childminder uses her excellent knowledge of the children to ensure that priorities in learning are supported well. Excellent use of open-ended questions encourages children to build on their interests. Children's developing understanding of shape is promoted and embedded through a variety of activities using shape sorters, puzzles, recognition games and large foam blocks. The childminder uses her understanding of different approaches to learning. She incorporates her high quality resources to ensure children's developing language is supported exceedingly well. As a result, children develop excellent skills for the future. Children sit comfortably as they listen to stories and babble exuberantly. Children are given time to develop their own spontaneous play. They are eager to explore and develop good problem solving skills. For instance, children are intrigued by objects purposefully hidden in the sand pit.

Children engage in a wide range of physical activities, in all weathers. This promotes their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. High quality home prepared meals, which take account of children's dietary needs, enhance their understanding of healthy eating. Children are taught to be safety conscious. They develop a strong understanding of how to keep themselves safe both within the home and on outings. From a young age, children are encouraged to walk safely. They observe road signs when travelling in the car and understand the importance of wearing seat belts. Books and child-sized props, such as traffic lights, enhance children's understanding further. Children clearly demonstrate what to do in the event of a fire. 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. Close working with parents ensures children's individual needs are supported fully and children are helped to share and play cooperatively with others. Children's confidence and self-esteem is increased due to frequent praise and encouragement 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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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