

## Inspection report for early years provision

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<b>Unique reference number</b>	EY363590
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Sue Taylor

<b>Type of setting</b>	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 2007. She minds at the home of her mother, a registered childminder in Ashford, close to shops, parks and schools. The ground floor of the co-childminder's home is used for childminding and two bedrooms for sleeping. Toilet facilities are on the ground floor. There is an enclosed garden for outdoor play. The family have a pet dog, two rabbits, two cats and a snake.

When working alone the childminder is registered on the Early Years Register to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is also registered on the compulsory and voluntary parts of the Childcare Register. When working with another childminder and/or an assistant the maximum number varies. The childminder currently has two children in the early years age range on roll. She is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children aged eight years and over. The childminder is not registered to provide overnight care.

The childminder supports children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder collects children from the local school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an extremely positive and supportive learning environment for children. Each child is highly valued and respected as an individual. Children's well-being is significantly enhanced by the exceptional organisation and meeting of consistent routines. Overall, positive partnerships with parents and others support the excellent progress that children make. The childminder demonstrates an excellent capacity to make continuous improvement and sustain her existing high standards.

## What steps need to be taken to improve provision further?

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

- strengthening systems that show children's progress and next steps, encouraging greater involvement from parents and others in supporting children's learning.

## **The effectiveness of leadership and management of the early years provision**

The environment is very secure, safe, warm and child-friendly. Children are able to easily explore the ground floor rooms and outdoor play area in safety. For example, safety gates at the stairs and kitchen door, and a heavy cover on the swimming pool. As a result, children are very confident and have a great sense of belonging. All required records and documentation are in place and well organised. The childminder has a comprehensive awareness of safeguarding issues and attends regular training on child protection.

The childminder works exceptionally well with her co-childminder. Communication is excellent and this supports the outstanding care that all children receive. The childminder has high expectations of the children and of herself. She is keen to further her knowledge with training courses. Training completed so far benefits the children she is minding. For example, updating her Makaton signing awareness supports children's communication. The childminder's awareness of her own strengths and areas for improvement is very good. She reviews her own practices regularly. The focus of her self-evaluation is the needs of the children and on maintaining the current high standards.

There is an extensive range of resources that fully supports children's learning and development needs. Low level storage and small labelled boxes enable children to make their own play choices. Additional resources in a cupboard are also available. For example, a large box of interesting items for heuristic play encourages children to explore and investigate. The outdoor environment is child-centred and play equipment is always developing. For example, the current play pirate ship is due to change to a bus, taking note of children's current interest in transport. Children clearly benefit and thrive as a result of the setting they are in. The childminder, along with her co-childminder and assistant actively promote equality and diversity. They are highly effective in ensuring that all children are well integrated. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity. The childminder has a very clear understanding and knowledge of each child's backgrounds and needs. As result, the support children receive is excellent. Children's progress is regularly monitored enabling any achievement gaps to be identified.

Overall, partnerships are well established and make a strong contribution to children's achievement and well-being. The childminder is aware of the need to liaise with other providers of the Early Years Foundation Stage where this is required for individual children, to help ensure progression and continuity of learning and care. Highly positive relationships develop with parents, helping to ensure each child's needs are met. Parents and children are asked for their views and the childminder respects these, making changes to her provision if required. Parents are kept very well informed about their children's achievement, well-being and development through discussion and the sharing of children's learning files. However, parents and others are not fully encouraged to contribute to the assessment process or in supporting children's next steps. Information shared with parents enables them to gain a very secure understanding of the childminder's

practices.

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

Children are eager to attend and make significant gains in their learning. They show great curiosity and have a desire to explore. As a result they develop into inquisitive learners, well equipped with fundamental skills they can use to extend their future learning. Children benefit from making a choice if they wish to play indoors or outside. The excellent range of resources such as ride-on toys supports all children in developing their physical skills. The use of the swimming pool over the summer months develops children's confidence and awareness of water safety. Outdoors, the painting easels support children's emerging mark making abilities. Indoors, children are able to reach resources such as pencils and paper easily.

Children show great interest in the excellent selection of books and participate in story times. By having the sand tray on the floor, it is accessible to all children. The childminder maintains informative learning journeys for her key children. Newly introduced written reviews of children's progress in the six areas of learning give an indication of the very good progress they make. From observations made the childminder decides children's next steps. She is aware of how well children are progressing. She is improving systems to fully engage parents and others in supporting children's learning.

The high quality adult interactions and exemplary organisation of routines help babies and young children to gain an exceptionally strong sense of security. Children learn to keep themselves safe from regular fire drill practises. Time is spent with children when out and about, supporting their growing confidence with safe road crossing. The childminder has a secure knowledge of individual children's specific care needs. As a result, they are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children gain an exceptional understanding of the importance of following good personal hygiene routines. All children and babies learn to wash their hands well after using the toilet or nappy changes. They benefit greatly from the excellent range of healthy meals and snacks provided. A water dispenser means children are able to get a drink of water when they need. Outdoor play and trips to places such as the woods or the beach supports a healthy lifestyle.

All children are confident, settle well and develop excellent relationships with adults and other children. They respect and tolerate each other's differences. Young children begin to show an excellent awareness of responsibility within the setting. They help to lay the table for lunch or clear up after snack time. Behaviour for their age is excellent, supported by the childminder's very positive approach.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	2
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