

Inspection report for early years provision

Unique reference number	EY363584
Inspection date	09/11/2011
Inspector	Rachael 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 2007. She lives with her husband and three children in Bridgwater, Somerset. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. The family cares for a pet rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years old. She is currently minding four children at different times during the week; all of the children are in the early years age group. The childminder provides free early education for children aged three and four years old. The childminder has an appropriate early years qualification and has experience of supporting children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers a predominantly stimulating and welcoming environment and is highly effective at routinely meeting the needs of the children. Children's learning and development are impressive as the childminder organises rich and varied experiences. Assessment arrangements are rigorous and are supported by high quality observations. Children's welfare is exceptionally well promoted through highly effective practice and thorough implementation of policies and procedures. The childminder has highly effective partnerships at all levels to thoroughly support children's needs and to provide continuity in care. The childminder has highly effective systems in place to sustain improvement through the development of comprehensive action plans to improve 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:

- extending resources to help children become aware of and explore disability issues.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment where children feel confident to roam freely and independently in the well-organised, homely

environment. The childminder conducts thorough and effective risk assessments to promote children's well-being. These are supported by the childminder's vigilance and her daily checks which identify any possible risks. Clear policies and procedures to safeguard children are fully understood by the childminder who, through regularly updated training, has an excellent awareness of child protection issues to promote children's well-being. The childminder effectively promotes the safe collection of children by authorised adults.

The childminder has established excellent relationships with parents, health professionals and other early years providers to enable continuity in children's care, learning and development. Top priority is given to supporting children with special educational needs and/or disabilities. The childminder is competent in accessing appropriate support and resources to benefit children's development. She is proactive in accessing relevant training such as, Somerset Total Communication, a recognised sign language, to support children with hearing difficulties. Parents are fully involved in their children's learning and are able to contribute to children's profiles on a daily basis. A wealth of information is readily available to parents, for instance relevant policies and procedures which underpin the excellent childminding service. Parents' comment favourably, for instance, on the excellent two-way flow of information. One parent describes the childminder as 'caring, flexible, friendly and professional'.

In addition to the highly stimulating and interesting learning environment, extremely good use is made of the local environment, such as nature walks, and of community events, such as the carnival, to enhance children's experiences. Children have independent access to an abundant range of high-quality toys and resources. Children have access to a wide range of activities and resources that help them learn about and respect difference. However, there are fewer resources that reflect positive images of disability.

The childminder has regular contact with early years advisers and other early years providers to effectively monitor and improve the service she provides. The childminder has an in-depth knowledge of the strengths and weaknesses of the provision and monitors these effectively through the use of detailed action plans. These are routinely evaluated to consider the impact on the children and how continuous improvement can be maintained.

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

Children behave exceptionally well as positive and caring relationships are fully embedded. The childminder has very good knowledge of children's interests and motivations and therefore, can plan a broad and balanced range of experiences that will fully engage them. Assessment arrangements are robust and children make excellent progress from their starting points. Exemplary systems have been established to obtain relevant information from parents during children's settling in period. In addition, the childminder makes comprehensive and sensitive observations during the child's first two weeks in order to develop individual

planning to motivate their learning.

Children thrive as they are extensively involved in their own learning. They relish the opportunity to select resources independently from an extensive range. The childminder supports children's independence further by providing photographs and pictures for the children to self-select activities. A child independently selects an abundant range of vehicles to explore. He pushes one vehicle along a wooden floor and compares the sound it makes to when he pushes it along the rug. The childminder interacts exceptionally well to enhance children's experiences. For example, she introduces traffic lights and the child is fully aware that red means stop. Children problem solve well. Whilst pushing a lorry along a child identifies that the childminder is in the way and suggests that she moves her leg to create a bridge so that he and the lorry can travel underneath showing good spatial awareness as he crawls through. Children are developing very good communication skills for instance, the childminder encourages a child to talk through his journey and he suggests that the family in the car are travelling to have their breakfast of chocolate hoops. Children sit comfortably to share favourite stories and are encouraged to relate them to their own experiences. For example, when a child views a picture of a tiger it reminds him that he dressed up as a tiger for carnival.

Safety on outings is reinforced by the vigilant childminder. Children are encouraged to review a poster before leaving the premises so that they are aware of expectations and boundaries to maintain their personal safety. The childminder has established clear routines for instance, each child has an individual identification card in case of an emergency. Children are given constant reminders of how to keep themselves safe. For example, the childminder calmly reminds a child to sit at the table whilst eating so that he does not choke.

Children are aware of their own needs. For example, a young child confidently requests a snack when he is hungry. The child benefits greatly from a well chosen healthy and nutritious snack of raisins, satsuma and a savoury biscuit. The childminder is fully aware of children's special dietary requirements and provides snacks and meals which meet their individual needs. For example, she confidently liaises with parents and introduces new foods such as, soya yoghurts. The childminder routinely engages children in shopping and gardening activities to promote their understanding of healthy eating. The childminder supports children's developing toileting skills sensitively and consistently praises children for their achievements.

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

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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