

Inspection report for early years provision

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Inspection date	07/12/2011
Inspector	Julie Neal
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 registered in 2011. She lives in the village of Congresbury, North Somerset. Childcare is provided at the home of the childminder's mother, who lives in the same village and who is approved to be the childminder's assistant. Childminding generally takes place on the ground floor of the premises, with children using upstairs to rest. There is an enclosed garden suitable for children's use.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. When working alone, she may provide care for a maximum of six children under eight years of age, no more than three of which may be in the early years age group. When working with an assistant, they may provide care for a maximum of nine children under eight years, of which no more than five may be in the early years age group. The childminder is currently caring for 10 children in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well overall. Children make excellent progress towards the early learning goals, relative to their starting points. This is because the childminder uses her very good observations in planning each child's next steps in learning. The childminder's self-evaluations are extremely good and her action plans focus very well on improvements that benefit children. As a result, the childminder demonstrates the capacity to achieve and sustain very high standards and to promote extremely good quality 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:

- providing a greater variety of musical resources for children to use as they play in order to encourage them to express themselves through music.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent knowledge and understanding of the

requirements of the Early Years Foundation Stage. This is demonstrated in her extremely thorough processes that help to safeguard children. The childminder, and her assistant, have an excellent understanding of safeguarding issues and the appropriate action to take if they have concerns. Safeguarding policies and procedures are shared with parents so that they are aware of the childminder's duty to take action to protect children in her care. Extremely thorough risk assessments and daily procedures keep children safe and secure. Resources and equipment are frequently checked to ensure these remain suitable for children to use. The childminder places a strong emphasis on teaching children how to keep safe. For example, practises of her emergency evacuation procedures are arranged so that every child participates in at least one fire drill a month. As a result, children have a very good understanding of what to do to stay safe in the event of a fire. All documentation that supports children's welfare is well maintained and is shared appropriately with parents.

The childminder develops excellent relationships with parents and with other agencies involved in supporting individual children. Very good settling in procedures allow parents and children to become familiar with the childminder and her assistant. As a result, children quickly feel content and secure. The childminder has developed excellent systems to promote a two-way flow of information sharing with parents. Parents use daily diaries very well to keep the childminder informed of things children do at home. The childminder makes extremely good use of this information when planning activities that build on children's prior learning. Some children also attend other settings that provide the Early Years Foundation Stage, such as pre-schools or nurseries. The childminder has been proactive in establishing contact with these other providers and in developing very good systems of sharing information to support individual learning and development. For example, regular discussions with another provider have been immensely effective in helping children to settle in the larger social environment of a group setting.

The childminder's self-evaluations are excellent. She and her assistant have an extremely good awareness of what they do well and where there is room for improvements that will benefit children. Feedback from parents is valued as part of the self-evaluation process. The childminder's daily evaluations of activities and the things she has observed children doing are used immensely effectively in developing action plans. For example, children have thoroughly enjoyed learning about 'people who help us'. The childminder observed that children had some awareness of the roles of people such as firemen, police officers, doctors and nurses. However, children who did not have pets had no understanding of the role of the vet. Therefore, the childminder spent time with children focusing on caring for animals, using stories and role-play resources to develop their understanding. The childminder's observations of children's use of resources led to changes in how these were organised. Children now make very good use of the wide variety of resources available to them, confidently helping themselves. The childminder has an extremely positive attitude towards equality and diversity. She promotes an inclusive environment where children's needs are recognised and met extremely well. Her self-evaluations have focused well on how she can promote inclusion with children. For example, she and her assistant are learning sign language to use with children. This is because children immensely enjoy a 'sing and sign' programme and the childminder wants to develop her skills in order to extend children's

signing abilities.

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

Children's welfare, learning and development is promoted extremely well overall. Children make excellent progress towards the early learning goals, relative to their starting points. This is because the childminder and her assistant make excellent observations of children which are used extremely effectively in planning their next steps in learning. The childminder uses her excellent knowledge of individual children to plan activities that are based on their current interests. As a result children are keen and enthusiastic participants. The childminder keeps extremely good records of children's progress towards the early learning goals. Photographs of children engaged in activities are supported by excellent written observations that clearly link what children are doing to the early learning goals. As a result, it can be seen how the childminder has effectively built on prior learning when identifying aims and objectives for each child.

The childminder and her assistant make excellent use of discussion to encourage children to use their problem solving skills. For example, children explore different size boxes. They are encouraged to identify which are bigger and smaller and to consider how the boxes might fit together. The childminder introduces activities to children extremely well. For example, children plan to make decorative Christmas trees. Before they start, they look at Christmas trees in a book with the childminder and talk about the different types of decorations. Children compare what they are seeing with their Christmas trees at home, and whether they have a star or an angel on their tree. Children choose from a very good range of media and materials and have a wonderful time as they create their own unique Christmas trees. Children are challenged very well. The childminder makes excellent use of favourite games to encourage children to think and communicate. For example, children immensely enjoy a game where they have to identify familiar objects from the childminder's descriptions. They thoroughly enjoy activities that involve singing and music. The childminder has some musical instruments and resources which children enjoy using, although these are limited. Children are extremely confident and happy in the setting. Their behaviour is excellent and they consistently show care and concern for each other. For example, while making Christmas trees, children ask the childminder to make sure there are sufficient materials left over for a friend who is unable to be there today. Children share and take turns very well and they take pride in being helpful. Babies and very young children show they feel secure and content. They confidently turn to the childminder, and her assistant, for a cuddle when they are tired.

Children's safety awareness is extremely good. The childminder makes very effective use of walks in the local community to teach children about road safety and to identify where children have gaps in their safety awareness. For example, some children were not aware of the role of the crossing patrol at a

nearby school. The childminder used role play with children to teach them how the 'lollipop lady' helps people to cross the road safely when there is a lot of traffic. Health promotion with children is extremely good. Very young children receive excellent support as they begin to be aware of their personal needs, such as, when they have a wet nappy. Children demonstrate that they have an excellent understanding of the importance of good hygiene routines. For example, children arrange a picnic for their dolls. They take the dolls to the cloakroom to wash and dry their hands before eating. Children solemnly tell the dolls not to share flannels and to put paper towels in the bin.

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	2
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