

Inspection report for early years provision

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Inspection date	02/11/2011
Inspector	Karen Tervit
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 was registered in 2004. She lives in Gatenby, on RAF Leeming with her husband and three children, two of whom are aged 15 years and one aged five years. The whole of the ground floor and the first floor third bedroom are used for childminding and there is an enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children on roll in the early years age group, who attend on a full and part-time basis. She also provides care for older children. The childminder cares for children Monday to Friday, all year round. She has a level 3 qualification in Children's Care, Learning and Development. The family has two cats, a gerbil and snails.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is dedicated to providing high quality childcare. She provides a highly inclusive service, taking great care to ensure that all children are fully involved and have the opportunity to make choices and influence activities. Consequently, children are making rapid progress in their learning and development. A wealth of policies and procedures underpin the childminder's outstanding practice. The childminder works extremely closely with parents in order to meet children's individual needs. The childminder is motivated and committed to developing her practice and promoting excellent outcomes for children, as a result, the capacity to improve is exceptionally good.

What steps need to be taken to improve provision further?

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

- further developing partnerships with other providers of the Early Years Foundation Stage to ensure effective continuity and progression when children attend more than one setting.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well protected. The childminder demonstrates an excellent understanding of signs and symptoms of abuse, as well as procedures to be followed in the event of any concerns. She keeps up to date with safeguarding training so to ensure her procedures follow current advice. Children are additionally protected by a large number of written policies and procedures, which are effectively implemented and shared with parents. Their welfare is assured as the

childminder and her husband have had suitable checks completed. The childminder has a suitable first aid certificate, enabling her to treat children appropriately should they have any minor accidents. There is a comprehensive record of risk assessments, which clearly highlights and minimises potential hazards within the home and on outings. Children are also involved in completing their own record of risk assessments helping them to gain a clear understanding of how to keep themselves safe.

The childminder is highly professional. Children's play opportunities are maximised through the highly effective organisation of space, time and resources. For example, the hall, living room and dining room are exceptionally well organised to create an exciting and suitably challenging learning environment. Outdoors is a clear strength of the provision with a wealth of everyday equipment available for children to explore and most importantly have fun. The childminder is enthusiastic and passionate about driving forward with improvements to ensure even better outcomes for children. Since her last inspection she has completed a level 3 qualification in childcare and continues to access training and support through her local authority when this is available. She constantly reflects on her practice in an insightful and rigorous way. She complements this by engaging parents and children in evaluating the care and education provided. She has detailed plans in place to develop the garden even further and also to support children as they progress into being able to access more challenging experiences in the dining room. She has positively addressed the recommendation made at the last inspection regarding adding further detail to her accident recording. She promotes equality and diversity exceptionally well. For example, she helps the children gain an insight into differences by making available an excellent range of resources, activities and interesting displays which are easily accessible. Although no children with special educational needs and/or disabilities currently attend she demonstrates a genuine commitment to ensuring that she provides an inclusive environment so that all children can develop to their full potential.

High emphasis is put on partnerships with parents, which has a very positive impact on children's overall well-being. The childminder speaks to parents on a daily basis about the experiences their children have enjoyed. The daily diaries provided are a highly successful tool for two way communication along with the opportunities for discussions outside of childminding hours. Parents' written comments are extremely positive detailing the 'huge impact' the childminder has on helping their children to develop. Currently no children attend any other setting. However, the childminder is beginning to look at different ways to develop positive relationships with other providers of the Early Years Foundation Stage. She recognises this is an area for future development to help children settle when they start nursery.

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

Children's artwork, photographs and interactive displays, such as the days of the week and the names of who are present, cover the hall walls. These make the home interesting and welcoming to all. The childminder demonstrates a thorough

understanding of the Early Years Foundation Stage learning and development requirements by providing an excellent range of activities clearly covering each area of learning exceptionally well. The childminder has a comprehensive understanding of children's individual needs, personalities and backgrounds ensuring a challenging learning and development experience for all children. Observations are recorded and kept in individual folders which clearly show children's learning journeys. She has established a planning cycle which enables her to regularly review and reflect on her practice and to build in next steps for children. Summative assessments are completed. These indicate that children are making significant progress in their learning.

Children's language and communication skills are encouraged exceptionally well by the childminder, who promotes this through talking to the children and providing an on-going narrative of what they are doing. Even very young children are becoming highly competent in communicating, speaking and listening. They join in excitedly with the actions to familiar songs. Children enjoy a vast range of fun, creative activities and use a very wide range of different materials. For example, they have created interesting faces for their pumpkins using a variety of different materials. The childminder is exceptionally skilled at extending their learning, as she effectively uses open-ended questions. Extensive opportunities to foster children's problem solving skills, and to nurture their knowledge of shapes and numbers are provided through everyday experiences. Children flourish as they access excellent opportunities for physical play. The outdoor environment plays a huge part in children's learning, for example, they plant and look after their own herbs, peas and sunflowers. They enthusiastically dig in the mud kitchen, make music with the metal pots and pans and skilfully make ramps to roll the tyres and hoops down using the different pieces of decking. Even very young children are beginning to recognise their own name on the laminated name cards used for self-registration. Children use their imagination exceptionally well as they dress up in the many role play items or make dens using stretch fibre. They quickly become engrossed in exploring different cardboard boxes and tubes. They are skilled at posting items into slots the childminder has made in them.

The childminder shows an excellent commitment to promoting inclusion and understands the importance of helping children to learn about diversity. For example, children learn through simple pictures and resources depicting other cultures to respect and value others. They create interesting salt dough tea light holders, Rangoli patterns using coloured rice and welcome the Goddess of Good Fortune into the house. Children are developing an excellent understanding of how to be healthy and to stay safe. Children enjoy nutritious snacks and healthy packed lunches from home, often eating outdoors. Children also learn the importance of healthy eating through activities and colourful posters and books. Children are learning very good personal hygiene through consistent, thorough routines and positive role modelling. Regular evacuation drills are carried out with the children, along with fun activities, to raise their awareness of what to do in an emergency. The childminder has an extremely positive attitude to managing children's behaviour. Children receive consistent praise during their play, encouragement for all achievements and are successfully encouraged to share and take turns.

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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