

Inspection report for early years provision

Unique reference number	EY434239
Inspection date	11/01/2012
Inspector	Elaine Douglas
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2011. She lives with her husband and 10-year-old child. They live in a house in Locking, Weston-super-Mare, close to shops, parks, schools and public transport links. The whole of the property is used for childminding. There is an enclosed garden for outside play. The family has four cats, a dog, rabbits and gerbils. The childminder is registered to care for a maximum of six children under eight years at any one time; of these, no more than three children may be in the early years age range. She is currently minding three children in this age group and all are in part-time places. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to the local school and pre-school to take and collect children. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge of the Early Years Foundation Stage framework and is highly successful in promoting outstanding outcomes for children. She meets children's individual needs extremely well through highly positive relationships with parents and others. The childminder has an exceptional awareness of promoting children's learning through play and most systems support her in identifying their next stages. Consequently, children make significant gains in their learning. Rigorous monitoring systems identify well-targeted actions in order to secure continuous improvement.

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 the assessment system to consistently link observations to the early learning goals, in order to better identify any gaps in planning for children's learning and development

The effectiveness of leadership and management of the early years provision

The childminder has robust procedures in place to safeguard children, both on and off the premises. She has a thorough knowledge of child protection issues and has extensive documentation to provide comprehensive guidance in the event of a concern. Required documentation is extremely well organised to safeguard and promote children's welfare. The childminder takes highly effective action to keep

children safe while allowing them independence, through excellent risk assessments. For example, toys and resources are organised so that the youngest children do not access equipment that may be hazardous to them. The childminder reviews risk assessments after any minor accidents. She carries out comprehensive daily checks to maintain the condition of all safety equipment.

The childminder uses an excellent range of systems, including self-evaluation, to monitor and review her practice. She has already made several changes and rigorously identified her personal development to benefit the children. For example, she has had training in identifying children's patterns of behaviour, known as schemas; she now intends to increase her awareness to further support young children's personal learning styles. Since her registration, the childminder has updated all her policies and procedures to ensure these are relevant to her practice. She has also developed extensive information for parents on early years learning. The childminder is highly committed to continuous improvement and intends to obtain a childcare qualification. She previously worked at the home of another registered childminder and, inspired by her exceptionally high standards, she has successfully strived to embed these in her practice.

The childminder significantly enhances children's development by the excellent deployment of resources. High quality equipment and resources are extremely well organised to enable children to make choices and initiate their own learning. The childminder makes excellent use of the toy library and purchases additional equipment, according to children's particular interests. Children access an extensive range of books, which promotes a highly positive awareness of people's differences and their own emotions. Excellent use is made of the outdoors and local environment to extend children's learning and awareness of their community.

The childminder has only recently started minding at her own property. However, through extremely positive relationships with parents and in partnership with others, she has an exceptional knowledge of children's individual needs. This means she is able to adapt her activities, routines and organisation to ensure every child is included and receives equal opportunities to reach their full potential. Very frequent, written and verbal communication promotes highly effective consistent care and learning for all children. Parents receive extremely well documented information on the childminder's policies and procedures, their children's learning and routines. Parents speak very highly of the impact the childminder has on their children's progression. They receive excellent information in order to continue their children's learning at home.

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

The childminder plans exciting activities based around children's interests, which motivate them to learn. For example, she develops one child's interest in books to promote all areas of their development, through making their own books. She sensitively uses another child's love of music to support them in taking part in group activities and developing an awareness of numbers. The childminder makes

informative observations of the children every day and keeps an extensive record of children's learning journey to share with parents. She obtains excellent information on children's initial starting points, in order to plan for their next stages of learning. She links most observations to the early learning goals to identify the majority of gaps in their learning, although this is not fully consistent.

Excellent opportunities to initiate their own learning significantly enhance children's development. For example, one child confidently selects instruments and explores the different ways to play them. An older child decides to play hide and seek with the toys and the childminder suggests they make maps. This extensively promotes their problem-solving and early writing skills. Children enjoy playing with small-world toys and show curiosity about the world in which they live. The childminder provides skilful interaction, extending their learning by pointing out differences and similarities, for example, stairs, steps and ladders. Young children enjoy finding out how things operate and what happens when they push buttons. Children access a wide range of books and are highly inquisitive and motivated to learn, which promotes their future skills.

Children develop an excellent awareness of keeping safe and healthy. For example, one child pretends their small-world person is climbing up the stairs and talks about them holding on to the rail and being careful. Children regularly practise the emergency evacuation procedures and older and more able children discuss what to do if an exit is blocked. Children help themselves to their drinks and the childminder provides them with healthy balanced meals and snacks. They develop meticulous hygiene practices, such as washing their hands thoroughly before eating and using their individual towels to prevent cross contamination. Children have daily opportunities to be outside and understand the importance of exercise. In warm weather, they have free access to the garden. Children walk to and from school with regular trips to the park on the return journey.

Children are extremely settled and confident in the childminder's home. They separate happily from their parents and soon become engrossed in their learning. Older and more able children are empowered to inform the childminder of their individual needs. Consequently, children's well-being and self-esteem is exceptionally high. The childminder engages children in sensitive conversations about their families, which enables children to make connections between different parts of their life. They build caring relationships and are extremely well behaved. An extensive range of positive images, including posters, promotes children's awareness of people's differences. Their family celebrations are included in the planning to celebrate what makes them unique. Children develop an excellent awareness of the wider world through exciting activities and positive discussions.

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

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----