Inspection report for early years provision

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Inspection date	16/01/2012
Inspector	Karen Scott
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 1996. She lives with her husband and two adult children in Gillingham, close to shops, parks, schools and pre-schools. The whole ground floor and the upstairs toilet in the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The individual needs of each child are at the heart of the childminder's practice. She works extremely closely with parents, carers and other early years professionals. Children are making excellent progress in a setting where they learn through play that is tailored to their individual learning outcomes. Overall, the childminder is committed to continuous improvement. She values and includes the views and opinions of parents and not only evaluates her practice, but also what children learn.

What steps need to be taken to improve provision further?

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

- reviewing and developing the systems for self-evaluation in order to maintain high quality practice

The effectiveness of leadership and management of the early years provision

Children's safety is paramount. The childminder undertakes regular and successful risk assessments of everything that children come into contact with at the setting and on outings. When potential risks are identified the childminder records them and prompt action is taken to minimise them. Consequently children play in a safe

and secure environment. Comprehensive policies and procedures are consistently implemented and shared with parents. The childminder is aware of the importance of her role in safeguarding children and has a very secure knowledge of the issues. A wealth of easily accessible information is available to support her in helping to ensure children are protected from harm.

Children play in a stimulating environment that is effectively adapted to meet their individual needs. Toys and resources are easily accessible and suitable for the ages and stages of development of children attending. Children know what is available enabling them to make independent choices about their play. They benefit significantly from highly positive interaction from the childminder who continuously supports their learning, making suggestions and asking questions.

The childminder is keen to continuously improve outcomes for children. She evaluates her practice effectively, and is fully aware of her strengths, painting a very clear picture of her outstanding practice. She has given careful consideration to where she would like to make improvements and is beginning to value the importance of this in expanding her service. To help her successfully drive improvement, the childminder involves children, parents and carers, asking their views and opinions, and highly valuing their input. She also regularly participates in a comprehensive range of training opportunities and keeps extremely well informed through reading journals and a wealth of relevant information. She liaises closely with other early years practitioners to share childcare information, enabling her to expand on her already excellent practice. Systems to continually review self-evaluation are developing.

The childminder enables children to choose from a broad range of resources such as jigsaw puzzles and small world toys that positively reflect diversity, including the individualism of the children that she cares for. She encourages parents to share celebrations and cultural differences with her so all children are fully involved, and learn to develop a significant respect for each other. The childminder has experience of caring for children with a range of differing needs and works effectively with parents and professionals to support them. The childminder is highly committed to working in partnership with others. When children attend other early years settings the childminder shares their developmental folders. In close liaison they plan activities based on the identified next steps in each child's learning as well as the themes being followed. This joined up approach enables children to make excellent progress.

Parents and carers are significantly involved in their children's learning. Daily contact books inform them about what the child has been doing and are used successfully to provide a two-way flow of communication. This enables the childminder to work in close and successful partnership with parents, respecting their wishes and responding to their needs. Parents read their children's developmental folders regularly, learning about their development and future themes so that they are able to participate in their children's learning journey. Parents share important details and events with the childminder and feel supported and valued. They are extremely happy with the care their children receive saying that children are safe, healthy and are making good progress.

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

Children show strong signs that they feel safe and emotionally secure at the setting. They arrive happily, keen to share with the childminder what they have been doing and any achievements such as trying new foods. They know that the childminder is genuinely interested and will listen to their news and views. Children show an excellent understanding of how to keep safe. The childminder gives them clear explanations to help them understand how to behave. Storytelling helps to reinforce children's safety on outings. The fire drill is in pictorial form, helping children of all ages to follow it. Children understand the importance of a good personal hygiene routine, and know why and when they wash their hands. The garden is an extension of the indoor learning environment. Children participate in daily physical exercise both indoors and outdoors helping them to value the importance of healthy lifestyles from an early age. They understand the effect that exercise has on their bodies such as making them hot. They help themselves to drinks of water on these occasions to keep them cool and refreshed. Children are encouraged to try a range of foods and the childminder works closely with parents to meet children's individual dietary needs. They participate in projects that help them to think about healthy foods, displaying the artwork next to the table as a reminder.

All children are valued and they enjoy participating in activities that help them to learn about their differences and to celebrate them. They celebrate each other's birthdays and participate in role play based around children's heritage, helping them to learn about the wider world. Older children act as very good role models for younger ones, building their confidence. They openly talk about bullying and discrimination with the childminder, discussing their feelings. Children take pride in the environment, willingly tidying up. There is a strong connection between home and the setting as children regularly bring in items that contribute to the current theme, working together when making collages, for example.

The childminder makes regular observations of children and uses these very successfully to assess their development and to think about where they need further support or challenge. Activities are fully evaluated to assess whether they support children's development and to plan further steps for their learning. Consequently children are making excellent progress. They learn through play which is at the heart of what the childminder offers, ensuring that the curriculum is broad, varied and covers all areas of learning. Children also help with the planning. For example, they plan a day based around pirates, deciding what they will do, how toys and resources will be organised and what they will eat. Interaction is excellent and children engage in conversations that extend their vocabulary. They enjoy sharing books with their friends and matching the words to pictures. Children count and recognise numbers while playing card games together. They talk about mathematical concepts such as size, and measure themselves independently at the height chart. Children use their imaginations creating their own works of art using a vast range of resources. They explore different textures such as sugar and rice and make marks in flour, showing an interest in early

writing. Children are developing strong skills for the future. They are encouraged to be active, inquisitive learners, developing high levels of independence. Children thrive in an environment that significantly meets their individual learning and emotional needs.

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

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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