

Inspection report for early years provision

Unique reference number	260114
Inspection date	07/03/2012
Inspector	Jayne Rooke
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 2002. She lives with her husband and one child aged 16 years in Coton-in-the-Elms, Derbyshire. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family have a dog.

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. There are currently two children on roll who are within the Early Years Foundation Stage. The childminder mainly provides before and after school care to children aged over five to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder holds an early years qualification and is currently working towards a degree in early childhood studies. She also operates a registered day care setting in the village. She receives support from the local authority advisory service and is a member of the National Childminding Association. She is part of a community network of professional child carers and agencies and supports traveller communities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive within the childminder's exceptionally supportive and inclusive care, helping them to feel very happy and settled. They thoroughly enjoy a stimulating and varied range of play and learning experiences, which present excellent levels of choice and challenge. The childminder adopts an excellent approach toward the Early Years Foundation Stage programme, offering many opportunities to significantly enhance children's learning in most areas. Self-review systems are used very well to identify her strengths and to develop effective plans to support ongoing improvements. The childminder fosters excellent partnerships with parents, carers and within the local community, leading to a highly effective and inclusive service for all 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:

- developing further opportunities to extend children's learning through outdoor play.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because the childminder is vigilant about their safety and well-being. She has an in-depth knowledge of safeguarding procedures and takes prompt action to protect children from harm and neglect. She ensures that all adults in the household have completed the necessary vetting procedure, meeting the recommendation from her previous inspection. Thorough risk assessments are conducted for all areas of her home, the equipment children use and for each outing to minimise risks and hazards. The childminder guides children towards safe practices within the home and outside to ensure their safety at all times. She maintains detailed and effective policies and records to guide and inform her practice and to support children's individual needs.

Children are highly valued for their individuality and characteristics. Each child is given the opportunity to blossom through practical and meaningful activities and projects, taking into account their interests and capabilities. They learn how to value and respect people from different backgrounds and lifestyles and take a full and active part in community events. They receive kind and considerate support from the childminder which grows with them beyond their formative years. This successfully promotes inclusion and helps children to develop high levels of confidence and self-esteem.

The childminder takes time to review her practice, reflecting on things that work well and the benefit this brings to children's development and progress, such as helping children to succeed in community competitions. She has a clear idea of the areas that could be further improved, such as using the garden to extend children's learning experiences. She seeks out the views and feelings of the children and their parents to guide and inform her practice through daily discussion, observation and feedback questionnaire's. Comments received from parents in writing and at the inspection, demonstrate their high regard for the service provided. The childminder is highly committed to professional development, attending many training courses to advance her knowledge and skills. She builds highly effective relationships within her local community, helping to support the needs of children and families accessing a varied range of childcare services. This ensures that all children receive complementary care and education.

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

Children make excellent progress towards the early learning goals because they are actively engaged in a highly stimulating programme of activities, which inspire their learning and interest. The childminder uses her professional knowledge and skills exceptionally well to inform future planning and to identify children's 'next steps' in learning. Consequently, children thrive and develop confident skills for the future. For example, children settle quickly on returning from school and are

comfortable with familiar routines. They initiate games which involve team-building and turn-taking and show consideration towards others. They engage in conversations which enable them to express their thoughts and feelings as they chat happily about past and future events. They take responsibility for their own play and learning, confidently suggesting new ideas to add to their imaginative play. The childminder is responsive to their individual interests, providing a wide range of resources to enhance their creativity and imagination. As a result, girls and boys have lots of fun as they engage in role play games with small world toys and dressing-up clothes. Children 'love to design' their own pictures and patterns, using a variety of art, craft and writing materials. They enjoy many games, quizzes and practical activities that extend the use of mathematical applications such as addition, subtraction and multiplication. They develop a keen interest in the wider world and historical events, as they take part in projects about Egypt and varied cultural and religious festivals. They are physically active outdoors, benefiting their good health and well-being. They enjoy energetic games of football in the park and learn how to cross the road safely on the way home from school. They have some access to the garden, but opportunities to extend children's learning through outdoor play are sometimes missed in this area.

Children develop a sense of pride as they receive lots of positive praise for their successful achievements. They are encouraged to 'try and try again' when they find things difficult, which help them to develop the confidence to succeed. They receive excellent levels of support from the childminder at times of change, creating a holistic approach to children's care, learning and social interactions. Children develop an excellent attitude to good health and nutrition as sweet and savoury snacks are kept to a minimum. They learn how to grow their own fruit and vegetables and how to make fruit smoothies. They have time for rest and relaxation when needed, promoting their healthy growth and development.

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
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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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