

Inspection report for early years provision

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Inspection date	09/03/2012
Inspector	Adelaide Griffith
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 2006. She lives with her husband and two children in the Queensville area of Stafford. The whole of the ground floor of the property is used for childminding, except for the lounge and conservatory. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

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 six children attending who are within the early years age group, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage are making substantial progress in their learning and development. Children's welfare is commendably safeguarded and their individual needs are extensively addressed. On the whole, the childminder works very effectively with parents to promote children's care and learning. The partnership with external agencies and other providers is long established and supports children very positively. The self-evaluation process is used very well and the childminder has made consistent changes to improve her provision. She demonstrates a strong capacity to maintain continuous improvement to promote children's well-being.

What steps need to be taken to improve provision further?

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

- develop further the partnership work with parents to ensure they contribute to children's learning and development records.

The effectiveness of leadership and management of the early years provision

There is a very strong emphasis on safeguarding with robust policies and procedures which are shared with parents. The childminder fully understands her responsibility to protect children in her care by implementing guidelines from the Local Safeguarding Children Board. The premises both indoors and outside is subject to rigorous risk assessments that ensure potential hazards to children are minimised. The childminder is highly organised and systematically maintains records, policies and procedures for the efficient management of her provision.

The proactive childminder constantly reviews her practice and consistently attends courses to enhance her knowledge. This ethos of professional development underpins her vision to provide the best foundation for children's formal education. The childminder has made significant changes to her provision. For example, a dedicated playroom is now available with a child-friendly space where children play freely. She has plans to keep abreast of new initiatives in the early years sector to achieve sustainable outcomes for children's future learning. The childminder demonstrates a strong capacity to maintain continuous improvement by addressing the recommendations from the last inspection effectively.

The very successful relationship with parents ensures that children's individual needs are significantly met. Parents receive a wealth of information about the provision through posters and printed materials. Children's learning journeys are accessible and progress records are completed to inform parents about their child's achievements. However, they are not consistently invited to contribute to the learning and development records. Consequently, opportunities to maximise children's learning are not fully explored. Nevertheless, parents express immense satisfaction with the flexible, supportive service and the 'home from home' environment that encourages their children to flourish in many ways.

The childminder works equally well with other providers who deliver the Early Years Foundation Stage. The childminder has established a commendable partnership with local nurseries. She conscientiously obtains and shares information to maintain continuity in children's learning and development. The childminder has also initiated procedures to seek input from health professionals and implemented activities as requested to support children's development. A vast selection of high quality resources enables children to access what they wish and to play contentedly. Children's understanding of diversity is enhanced as they celebrate festivals and special events and listen to stories about children with disability. These activities ensure that they learn to value aspects of their own lives and the society in which they live.

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

Children's care and learning are substantially nurtured in this provision. They play with peers as they wish and when they choose to play, for example, with a cash register the childminder supports this by extending the activity. She provides a wide selection of fruit to make play more meaningful. Children name each fruit and their colour correctly and benefit from handling real coins; talking about the value of each. Children identify figures on coins and fill the role of shopkeeper and customer alternately. The experienced childminder expertly integrates learning into every situation in a stress-free manner. She is innovative and has made a selection of small bags which she fills with herbs and spices, including ginger and rosemary, to promote children's sensory learning. Children benefit immensely from constant learning opportunities which promote their skills for the future successfully.

Children are forming close friendships with peers and play very well together. They

share spontaneously at times and also respond positively to requests to take turns. Children are very well behaved and extremely polite in their interaction with adults. Their independence is encouraged considerably because the childminder challenges each child in different ways. For instance, they help themselves by putting on shoes or zipping up garments unaided or with minimal assistance. Children have a strong sense of belonging and security because their photographs are displayed in a frame on the window ledge. This means that every child can see their image and this raises their self-esteem excellently.

Children learn in a stimulating environment where their interests are consistently linked to planned activities. The childminder rigorously monitors children's development and assessment records indicate their achievements. The childminder is fully alert to areas where children may need additional support and meets their needs superbly. She demonstrates her forward thinking approach by implementing focussed activities that promote children's pre-reading skills through speaking and listening. Children learn to develop awareness of their personal safety. They explain where to stand when the alarm goes off to practise fire drills. They develop understanding of procedures that are important, for example, hand washing and demonstrate good understanding that hands must be clean before they eat. They enjoy physical play in the garden and the park where they access a wide range of play equipment to develop their large muscle skills effectively. The contents of lunch boxes include healthy, balanced options and children independently access drinking water. The wealth of activities ensures that children make significant progress towards the early learning goals.

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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