

Inspection report for early years provision

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| Unique reference number | 962968 |
| Inspection date | 28/03/2012 |
| Inspector | Timothy Butcher |
| 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 registered in 2001. She lives with her husband, their four daughters and two sons in Wraxhall, Nailsea in North Somerset. The whole of the ground floor, except for the utility room, and two first floor bedrooms and a bathroom are used for childminding. There is an enclosed, rear garden for outdoor play. The childminder lives within walking distance of local primary schools and pre-school groups, and drives to collect others from school by car.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of three children under eight at any one time and, of these, one may be under one year. The childminder also works with her daughter, who is an assistant, and her husband, who is also a registered childminder. When working with another childminder or an assistant she may care for a total of nine children under eight years; of these, four may be in the early years age group and, of these, not more than one may be under one year. When working with another childminder and an assistant, she may care for a total of no more than 15 children under eight years; not more than seven may be in the early years age group and, of these, not more than two may be under one year. Both childminders have equal responsibility for the childminding practice. Both childminders hold level 3 qualifications in childcare. There are four children under eight on roll and, of these, two are within the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder and her co-worker provide outstanding care and learning for children and children's welfare is very successfully promoted. The childminder has overall responsibility for the planning and organisation of the educational programmes; she generally uses the information from her co-worker very effectively. Together they provide rich, varied and imaginative experiences that meet the needs of all children very well. The childminder and her co-worker share very high standards, embedded across all areas of their practice. Highly effective use of evaluation processes rigorously drive continuous improvement. Partnerships with parents are highly effective in meeting the needs of children and wider partnerships, such as with schools, are very secure.

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 joint planning further to more fully incorporate the contributions

made by co-workers that support children's progress.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent awareness of safeguarding issues, backed by comprehensive policies and procedures and regular training. As a result, she is very confident about the action to take should she have a safeguarding concern about a child. Robust risk assessments enable the on-going safety of children. The childminders make daily checks and a meticulous record of any potential hazards to children. These, they quickly address. Children have a very safe and secure environment in which to play. Children very quickly develop an excellent awareness of safety issues. This is because daily routines very strongly encourage children to take responsibility for themselves, each other and the learning environment around them.

The childminder and her co-worker are highly committed to driving improvement. They have fully effective systems to monitor and evaluate the provision, involving parents and children very closely in the decision-making. The childminder has meticulously completed the Ofsted self-evaluation and her co-worker equally contributes to this. The childminder also makes fully effective use of other quality assurance documentation to drive further improvement. The childminder and her co-worker also critically evaluate the day-to-day impact of resources on children's progress at the end of each day and make changes accordingly. As a result, tailored activities closely meet children's individual needs and requirements. Plans very clearly identify the areas for further development, such as further training in readiness for future changes to the Early Years Foundation Stage framework. The childminder demonstrates sustained improvement to the early years provision.

The accommodation, resources and equipment are of a consistently high quality, very well managed, and organised. Outcomes for children are clearly attributable to the excellent use of resources. Children freely self-select from a very good range of very carefully prepared resources and specific learning materials. These include resources that highly positively promote equality and diversity.

A particular strength of the setting is the excellent relationships established with parents and carers and the high levels of two-way communication. Parents report very positively indeed about all aspects of the childminding service. They comment in glowing terms on the high quality of care and the childminder's exceptional ability to cater for the individual developmental needs of children. The childminder shares information about all aspects of children's achievement, well-being and development. This ensures an excellent continuity of care and learning for all children. Excellent levels of communication take place between the adults and other settings, such as schools. Currently, the childminder takes a lead role in the face-to-face contact with teachers and then shares the information with her co-worker.

The adults place the promotion of equality and inclusion at the heart of the provision. Adults are highly effective at enabling all children's integration because

they know children and their backgrounds exceptionally well. Comprehensive, initial processes, including a home visit, enable exceptional introductions for children and parents to the childminding service. Excellent information about children's starting points provided through questionnaires, enables children to settle easily and make progress very quickly. Consequently, the childminder and her co-worker identify any gaps in children's achievement at a very early stage. Very well targeted plans enable children to receive high levels of support through close consultation with parents.

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

Children are eager to attend and thoroughly enjoy their time with the childminder and her co-worker. They make significant gains in their development because the childminder has an excellent awareness of how they learn. She has a very secure understanding of the Early Years Foundation Stage. She takes a lead role in planning activities for all children, closely supported by her co-worker who provides clear, assessment information for her. In general, the childminder uses this information very effectively, providing activities following children's interests. Information about the themes at school most effectively support children's learning. Children's profiles show accurate observations that fully inform the planning process. As a result, a highly stimulating environment provides children with a wide range of rich learning experiences. Children demonstrate very good levels of achievement in communication, language, literacy and numeracy; they are very well equipped with the skills they need for future learning. For example, they have additional, reading support through sharing early reading books. Children practise their counting in everyday play and games, such as construction activities, when they count and match camel figures.

All children demonstrate a very secure sense of belonging and get on exceptionally well together. They play a dynamic role in their learning as they have excellent opportunities to exercise choice, and to contribute. For example, children choose to make a picture from creative materials with glue and paper, using simple tools most competently. They extend their learning through a new experience of finger paints. The childminder fully encourages them to investigate the effect of mixing the colours as they do so. As a result, children display high levels of curiosity, imagination and concentration.

Children are excellently encouraged to follow impeccable, personal hygiene routines and to understand the importance of a healthy lifestyle. They receive very good support to learn about healthy eating through a wealth of information, discussion and encouragement to try foods new to them. Children regularly take their play outside into the garden for a variety of activities that cover each area of learning. They tip, pour and explore capacity at the gravel tray. They make very good progress in their physical development because they set themselves a host of small, physical challenges, such as using stilts to walk and balancing an egg on a spoon.

Children show a mature response to taking responsibility for their own safety. For example, they put toys away before they take others out and learn about road safety routinely on the walk from school. Comprehensive, fire drills prepare children should there be an emergency.

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

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| 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

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| 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

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| 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

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| 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

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| 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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