

Inspection report for early years provision

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| Unique reference number | EY432533 |
| Inspection date | 27/04/2012 |
| Inspector | Anne Barnsley |
| 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 2011. He lives in Lincoln with his partner, who is also a registered childminder, and two children aged 12 and eight years. The home is within walking distance of local facilities, including schools, shops, a library, a pre-school and toddler groups. The whole of the property may be used for childminding and there is an enclosed rear garden available for outdoor play. The family has two cats as pets.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, three of whom may be in the early years age range. When working with his co-minder they may care for a maximum of ten children under eight years at any one time, six of whom may be in the early years age group. Both childminders have joint responsibility for the childminding practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is an extremely vibrant and stimulating setting where children thrive. They make rapid progress in their learning and development and are happy, secure and independent learners. Partnerships with parents and others are firmly embedded and significantly contribute to the continuity and consistency children receive. Innovative improvements are made on a continuous basis and fully reflect the drive and ambition of the childminder.

What steps need to be taken to improve provision further?

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

- ensure that self-evaluation continues to be used to a high standard to raise and drive well-targeted priorities to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded extremely well as the childminder has a comprehensive awareness of how to recognise, record and report any concerns. He is highly proactive and, having completed child protection training, is immediately undertaking an advanced course to ensure that he continually updates his knowledge in this area. All required policies and procedures are consistently implemented and regularly updated. The childminder therefore ensures that any concerns are dealt with effectively. Robust risk assessments and stringent daily safety checks are in place, which enables him to manage and eliminate risks

promptly. All adults who have contact with children are appropriately vetted for their suitability.

The childminder has excellent knowledge of how young children learn and develop, and he has an extremely professional approach to his role. He has spent many years working alongside his partner as her assistant and has played an instrumental part in establishing the setting. The childminder is highly focused in helping children to progress to the best of their ability. He continuously reflects on practice and ways to enhance his setting, and he has an extremely well-targeted improvement plan in place to support his self-evaluation, which is highly reflective. These two documents fully complement each other and demonstrate exactly the reasons why targets have been raised and how these will improve outcomes for children. The childminder has obtained a grant and has completely developed his garden into a thriving learning area. Children were fully included in this process and contributed their views as to what should be bought. Many resources have been purchased, including an all-weather canopy. He has also made boxes for children to grow a wide range of vegetables.

All policies, procedures and risk assessments have been updated, and the childminder has purchased reference materials which reflect the ages of children he cares for. He has set up a swap-and-share resources facility for local childminders, and future targets include developing a website and blog for parents, introducing a home learning pack and starting his role as a governor on the board at the children's centre where he regularly takes the children. He is also setting up an ICT corner for children and has organised a sports day 'Olympics' with other childminders so that children are fully involved in world events as well as promoting their good health.

The childminder works extremely closely with parents and promotes equality and diversity very well. Excellent information is gathered from and provided to parents regarding their child's individual needs. The childminder insists that parents visit his setting to see it operational and emphasises that their child would benefit from some settling-in sessions before they start. He gets to know the children in his care extremely well and fully regards each one as a unique individual. Partnerships with schools and pre-schools are equally well embedded. The childminder takes the lead in gathering and sharing information so that every child receives continuity and consistency with their learning and development and has a smooth transition.

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

Children are very happy and settled, and they respond extremely well to the childminder. They are active, inquisitive and independent learners who are extremely articulate and confident to express themselves. They thrive in his care and in the well-organised environment where learning opportunities meet their needs exceedingly well. Children have access to two playrooms, which have been organised extremely well to be fully child-centred. They are able to independently choose from a wide range of good quality resources, both indoors and outdoors. Continuous provision to the outdoor area is promoted exceptionally well and

further enhances children's interest and ability to learn.

Children's progress records are comprehensive and include many photographs which clearly show activities they take part in and the learning achieved. These link well to the areas of learning and expected outcomes, and record next steps in learning. Planning is individualised to help every child reach their next steps. Many different types of activities are introduced to children which add diversity to their learning and consolidate it from different angles. For example, counting how jigsaw pieces, counting scores and writing these down when playing straw football, experimenting with mixing paint and trying different ways to see what colour emerges. The information gathered from other settings children attend and from parents is also incorporated extremely well in the planning. For example, noticing that children were learning about bears at school and were really interested in this, the childminder organised for them to sponsor a polar bear. By doing this he gave children a strong voice in his setting, promoting their self-esteem and helping them to feel valued. Children receive information about their polar bear, go online to track it's position and progress, and learn about climate change, global warming and protecting species from extinction. Further to this, they develop their communication skills, both verbal and electronic, and increase their understanding of the natural world.

Children have great fun in this setting and have developed extremely happy relationships with the childminder. There is a lot of laughter and good humour and lots of affection and consideration shown. Babies receive excellent care and attention. Their routines are maintained to keep them secure and they are included in all activities and play experiences. The childminder has excellent knowledge of how to help children feel safe: for example, when the baby wakes from its nap, he makes certain that time is spent enabling the baby to become comfortable with a visitor before changing its nappy. Toys and resources cover all areas of learning for all age groups, preferences and abilities. The childminder is organised and uses time, resources and space extremely well. For example, as babies sleep, older children play straw football with him, and take part in tracing, painting and jigsaws. This ensures that no small pieces are accessible when babies are present and the childminder is able to give one-to-one attention to the older children.

Children can mark make, count and problem solve very well. They enjoy books and stories and especially enjoy going to the library each week. They are taken out and about to many places of interest in their community, such as the children's centre, parks, the library and a museum. Children are learning about the importance of adopting healthy lifestyles and keeping themselves safe. They grow a wide range of vegetables, help prepare their snacks and learn about fruit with the help of a puppet that the childminder has introduced. Children walk everywhere and have daily outdoor play so that they get lots of exercise. The childminder is an excellent role model and children learn about taking care of their own personal hygiene. They regularly practise fire evacuation and learn about road safety when they go out and about. Children's behaviour is exemplary and they show a strong sense of knowing right from wrong. They are helpful and cooperative and are successfully learning the skills they need for their future.

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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