

Inspection report for early years provision

Unique reference number	257020
Inspection date	22/05/2012
Inspector	Deborah Hunt

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 1998. She lives with her three children aged 17, 15 and four years in a detached property, in Peterborough. The whole downstairs of the childminder's house is used for childminding. There is an enclosed garden available for outside play. The family has three cats and two gerbils.

She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is registered to work with two assistants. When working with one assistant she is registered to care for 10 children, including five in the early years age range. When working with two assistants, she is registered to care for 10 children, including eight in the early years age range. She is currently minding 12 children in this age group who attend for various sessions. The childminder also offers care to children aged over five years to 14 years.

The childminder is able to take children to, and collect them from, local schools and pre-schools. She and two of her three assistants, hold a level 3 National Vocational Qualification in Childcare and Education (NVQ). The childminder receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy an impressive range of stimulating and age-appropriate activities in a warm and welcoming environment where their safety and welfare is promoted exceptionally well. The childminder and her assistants use the Early Years Foundation Stage highly effectively to support children's learning and development and planning for children's next steps is rigorous in most aspects. Children are highly valued, respected and warmly nurtured as individuals in this inclusive setting. The consistently high level of liaison with parents ensures that children's individual needs are continuously met and links with other settings generally support continuity well. The childminder is fully committed to driving improvement through sharing good practice, extensive training and continuous effective evaluation of her setting.

What steps need to be taken to improve provision further?

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

- planning for each child's individualised learning and development with particular regard to gaining children's starting points on entry to the provision.

The effectiveness of leadership and management of the early years provision

Children are robustly safeguarded as the childminder displays an excellent knowledge and understanding of how to protect them. Her comprehensive policy is shared with and signed by parents. Extremely thorough risk assessments ensure the home and wide variety of trips undertaken are safe, and many other situations are also assessed. This ensures children are cared for on a well-maintained and organised premises which guarantees their welfare. The childminder is alert to any hazards and takes exceptional measures to ensure children's safety, such as an alarmed gate system which signals any visitors, and the use of wrist-bands showing her details on outings. She is aware that adults must be appropriately checked or fully supervised. Her enthusiastic commitment to training and continuous access to new childcare information ensures that her practice remains up-to-date. This highly motivated childminder has achieved the local authority quality standards award, which further demonstrates her strong commitment to continuous improvement. Her home provides children with a very safe, stimulating environment within which to enjoy wonderful opportunities that develop their independence. She provides children with sensitive individual support as they enjoy a superb range of adult-led and child-initiated activities which increase their love of learning.

Children are extremely happy and secure in this welcoming setting where they are engrossed in their play. They move with confidence between indoor and outdoor areas and select toys from the plethora available, strongly promoting inclusive practice. The childminder knows children very well through individually planned settling-in periods and close partnership working with parents. She has experience of caring for children with more specific needs and liaises with parents and other professionals as necessary. The exciting programme of activities is adapted to include each child. The childminder increases their awareness of living in a diverse society by offering many resources that reflect the wider world. Children also engage in numerous activities and celebrations around a wide range of festivals, such as the Holy Spring Festival. Children are encouraged to share their cultural heritage and traditions. Planning for this year includes celebration of fifteen different world-wide festivals.

Highly positive partnerships with parents ensure that they are very well informed about their child's achievements, well-being and development. A detailed initial profile contains very comprehensive information about children's likes, dislikes and families, although information about their learning is only collated verbally. Parents are given a copy of policies they need to sign for and all others are available to them. Additional information is displayed in the reception area and provided via a prospectus and quarterly newsletters. The digital photo display in reception enables children and parents to share and recall past activities and experiences. Parents are kept apprised of children's progress through informal daily discussions and are encouraged to look at learning journeys as these are accessible daily. They provide an excellent record of activities and progress. This creates exceptional working relationships and a shared understanding of what children need. Feedback from parents is highly positive.

The childminder receives support from the local authority and seeks advice from other childminders nationally. She is pro-active in establishing communication with other settings children attend or are due to move on to. For instance, she speaks to the local reception teacher to enable her to provide consistency children's learning in readiness for starting school.

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

Children make excellent progress in this positive, stimulating environment where the childminder's excellent knowledge of how they learn engages them in rich developmental experiences. The effective balance of free play and adult interaction ensures children are totally engrossed and have fun. She has developed clear, extremely well-presented systems for recording and monitoring progress through spontaneous and planned observations. These identify children's next steps and inform individual plans to support each child. The childminder sets appropriate challenges which build on their natural curiosity, imagination and concentration. Interesting activities are based around a theme, the duration of which is dictated by children's level of enjoyment. The childminder provides a warm, welcoming and very positive home where her caring, child-centred attitude and sense of humour encourage children's enthusiastic participation.

Children's communication skills are wonderfully well promoted. Much positive conversation promotes their confidence and self-expression. Their concentration is excellent, for instance, as they watch in amazement when 'Archie' the dog puppet appears from a stripy bag. They join in as she encourages them to sing familiar nursery rhymes and carry out the associated actions as they wait for their dinner. Children learn that words have meaning as they name new modes of transport while reading a favourite story. Older children are encouraged to practise writing their names on work. Accessible mark-making resources support pre-writing skills. Younger children develop problem solving and reasoning skills during spontaneous play as they use magnetic mazes and activity cubes. Children thoroughly enjoy role play as they pretend to be doctors and nurses taking turns to be the 'patient'. Children count as they help prepare their snack which supports their ability to add and subtract numbers while having fun and learning about healthy foods. They enjoy many interesting creative activities as a regular part of the daily programme. For example, they create tactile crowns for Easter. Children become fascinated with nature on walks as they spot snails and birds, explore the outdoor area and sensory garden, and identify bugs.

Children learn about safe play as they are regularly reminded and given appropriate explanations. They participate in regular fire drills and read stories which promote their understanding. Children confidently carry out daily routines to promote their health, such as washing their hands before they eat. They have much fresh air and daylight as they play outdoors, walk locally and visit the park and other play centres. Children, therefore, have many opportunities to run and explore, climb and bounce, use bats, balls and trikes to develop physical skills and enjoy active games. The excellent care, attention and encouragement the

childminder provides hugely benefits children's self-esteem. They enjoy many activities which encourage working together across age ranges and learn to consider others as they share resources. Children develop confidence as they learn good manners, help tidy up and flourish under the warm, considerate care of the childminder. They experience a broader range of social and play activities through attending groups and enjoying trips into the local and wider community. The childminder, therefore, lays an excellent foundation for each child's future learning.

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	2
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