

Inspection report for early years provision

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Inspection date 06/11/2009
Inspector Rosemary Davies

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 has been registered since 1998. She lives with two teenage children in Shrivenham, Wiltshire, close to shops, parks, other recreational facilities, toddler groups and a library. The childminder takes and collects children from local schools and pre-schools. The family keep several animals as pets including a dog, cats, rabbits and a hamster.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be on the Early Years Register. She is currently minding four children in the early years age range. She also offers care to children aged over five years to 10 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder usually works with an assistant and may then care for a maximum of eight children under eight, at any one time, of whom six may be in the early years age range. The assistant may look after children by herself with the permission of parents and at times agreed in writing. The childminder is registered to care for one child overnight, aged from birth to eight years.

Children may use the entire house, including a designated playroom. In practice, they remain mostly downstairs but use upstairs bathroom facilities. A fully enclosed rear garden is available for outside play. The childminder's assistant holds Qualified Teacher Status, with an early years specialism.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children thrive under the care and enthusiasm of this childminder and her assistant. Children enjoy a rich experience of the Early Years Foundation Stage (EYFS), in which they make exceptional progress, whatever their individual needs. The childminder offers an inclusive setting, doing her utmost to provide equal opportunities to all children. Their welfare is promoted exceedingly well. The childminder reflects on her practice, accurately identifying her many strengths and any areas for development, then planning how improvements will be made. Therefore, she demonstrates an outstanding capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- introducing questionnaires for parents to seek the views of any at home who do not visit the setting, and instigating a system for children to make their own decisions about when to play outside.

The effectiveness of leadership and management of the early years provision

The childminder offers a professional service that is much appreciated by parents. Her first priority is children's safety. All persons living and working in her household, over the age of 16 years, are cleared as being suitable to be with children. No one enters her premises unless invited and comprehensive risk assessments of all outings, keep children safe when outside her home. Every aspect of her provision is fully documented to ensure children receive care appropriate to their individual needs, whether these are medical, dietary, physical or educational. All required documentation, records and permissions are kept methodically and confidentially, showing improvement since the last inspection. As a result of these measures, adults safeguard children exceptionally well and promote equality and diversity effectively.

Policies and procedures are extremely thorough, pertinent to her provision and provide an excellent framework to guide the smooth daily running of her childminding business. The childminder deploys all resources at her disposal exceptionally well. She utilises the considerable professional skills of her assistant fully, realising they each have different strengths and capitalising on this when planning children's experiences. They work as a team, meticulously monitoring the provision and evaluating it accurately. They to plan well chosen future developments, such as purchasing a camera, providing a patio area and gaining higher qualifications. The childminder seeks parents' views verbally to improve her practice, but this is not extended to questionnaires for any who do not come to her home regularly.

Effective partnerships with all involved with the children contribute significantly to the quality of care and education provided. The childminder liaises fully with pre-schools attended by the children and with other professionals involved with their care. Parents acknowledge the high quality of the provision and stress how much their children enjoy attending, the progress they make and the exceptional range of stimulating experiences provided for their children.

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

Children are exceptionally happy, busy and content in the welcoming environment of the childminder's home. They concentrate extraordinarily well at their self-chosen activities, engaging in exploratory water play for almost an hour, for example. This is because adults match play activities to their individual levels of development, piquing their interest and providing appropriate challenge. Resources such as sponges and cups captivate their attention, whilst adults extend interest through questioning, suggestions and by producing bubbles - which no one can resist. Children participate regardless of age or ability in most activities because adults adapt them appropriately. They take a holistic approach, promoting all six required areas of learning across activities.

Adults establish children's starting points on entry. They continue a cycle of observation, assessment and planning based on current capabilities, which leads to progressive learning. They check that all required aspects of learning are covered over a period. Children enjoy a balance of experiences they choose for themselves and those that are adult-led. They benefit from a wide range of outdoor learning experiences that include a well-chosen programme of visits in the wider locality; however, they cannot make their own decisions about when to play outside and when to play indoors.

Children receive exemplary support from both adults. They listen intently to what children say, showing genuine interest and clearly enjoy joining in children's play. This gives children confidence in their use of language because they know that adults value what they say. They provide first class role models to children, adopting an upbeat, enthusiastic and questioning approach. Children learn to get on with one another, developing an understanding and respect for each other's differences.

Children behave extremely well because they become engrossed in their activities and know what is expected of them, such as eating meals at the dining table. Children respond well, suggesting activities such as stories, playdough and 'Sleeping rabbits'. Here, the adults adapt rhymes as the children wish, so that soon everyone pretends to be a 'sleeping pig' instead. Children gain excellent skills for their future lives, as they hear rhyming words, develop their hand dexterity and problem solve.

Children use safe, secure and clean premises. They learn about healthy living extremely well, helping grow and harvest fruit and vegetables in the garden or allotment. Children say how much they enjoy 'picking raspberries' and know that when carrots are pulled they have earth on them. They benefit from eating home cooked nutritious meals, regular fresh air and exercise.

Adults are vigilant in their supervision of the children. They understand their responsibilities for protecting their welfare and know the processes to follow, should they have any concerns. Children learn the basics of keeping themselves safe, knowing from an early age that they must not talk to strangers when on outings.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met