

Inspection report for early years provision

Unique reference number	100940
Inspection date	10/08/2012
Inspector	Rachael Williams
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 registered in 1985. She lives with her husband and son in a semi-detached property on the outskirts of Tewkesbury, Gloucestershire. The whole of the house is registered for childcare. There is a dedicated playroom and an enclosed garden for outdoor play. She works with a co-childminder and three part-time assistants and together they are known as Spencer Bear Childcare.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time; of whom three may be in the early years age range. When working with an assistant and/or co-childminder she is registered for 12 children under eight years, of these nine maybe in the early years age range. Currently there are 14 children on roll in the early years age range. The childminder operates from 8 am till 5:30 pm each day during 50 weeks of the year. She receives funding for the provision of free early education for children aged two, three and four years.

The childminder is accredited and has a National Vocational Qualification (NVQ) at level 4 in early years and an NVQ at level 5 in management. She works with four others, three of whom have an NVQ at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder values and supports children's individual needs exceptionally well. Children make superb progress in their learning and development through the provision of a generally stimulating and inclusive environment. The childminder develops highly productive relationships with parents, other early years providers, key agencies and health professionals to maintain exceptionally high continuity in care. The childminder promotes children's welfare incredibly well. The reflective monitoring and evaluation of the early year's provision is rigorous. As a result, the childminder demonstrates exceptional capacity for ongoing 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:

- developing more opportunities for children to investigate natural objects and materials using all of their senses.

The effectiveness of leadership and management of the early years provision

The childminder is very well-organised and keeps all the required documentation for the efficient running of the setting. She comprehensively implements detailed and robust policies and procedures that she consistently shares with parents. The childminder provides an extremely safe and secure environment that is thoroughly risk assessed and reviewed to promote further children's safety. Children have an excellent understanding of how to keep themselves safe. For example, they have very good understanding of road and track safety which is exhibited in their role-play activities. The childminder and her assistants have an excellent understanding of child protection issues and maintain this through ongoing training. As a result they are able to safeguard children extremely well. The childminder has developed excellent partnerships with key agencies to ensure that effective support is available for vulnerable families. Her enthusiastic assistants are very capable and well-trained. The childminder has established robust systems to ensure their suitability through rigorous induction arrangements and ongoing professional development.

The childminder provides an exceptionally inclusive and exciting learning environment that effectively supports children's individual interests and development. Generally, children are able to choose from an extensive range of resources independently in the dedicated and well-organised playroom. However, the range of natural materials available for children to explore is an area for further development. Children are actively involved in celebrating diversity, such as through exploring festivals. There is an excellent range of resources which reflect positive images of the different people in our society. The childminder uses 'Spencer Bear' to develop children's understanding of the local and wider community. Visits within the local community enhance children's experiences. For example, children enjoy meeting a torchbearer for the Olympics, visiting the local mechanic and attending toddler groups.

The childminder establishes highly productive relationships with parents. For example, a daily communication diary details children's achievements and invites parents to contribute fully to their children's learning and development. Parents comment favourably about the setting. For example, they comment on the 'wide variety of educational and fun activities' and how the setting is 'managed with good humour laced discipline and kindly held boundaries'. The childminder has developed very strong links with the local schools to enable a smooth transition for children as they start school. After children have visited their school the childminder introduces related activities, such as role-play, to enable children to express their feelings about the forthcoming changes.

The childminder is eager to access relevant training for herself and her assistants to help them significantly improve outcomes for children. The childminder, assistants, parents and children are consistently involved in reflecting on the service provided in order to improve the provision. For example, after reviewing the parent questionnaires the childminder is going to provide a social evening to share the revised Early Years Foundation Stage requirements. The childminder

establishes accurate targets for the future and demonstrates an excellent capacity to maintain continuous improvement.

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

The childminder provides an incredibly well-managed learning environment. It provides children with a vast range of experiences related to their current interests. The childminder and her assistants have an excellent knowledge of children's starting points through their initial meetings with parents and home visits. They are excellent at listening to children's ideas and involving them in their learning. For example, children select favourite stories and involve adults in making the animal sounds. The childminder is fully aware of children's backgrounds and refers to the horse in the book by the name of their horse at home. Therefore, children have an excellent sense of belonging and very positive relationships are established. Children develop excellent communication skills as the childminder consistently explains what is happening to the children. She is an outstanding role model and children imitate this good practice. For example, children explain how to play tennis giving clear instructions. Consequently, children develop very good skills for the future. They are actively involved in their play and therefore there is little time for them to be bored or disinterested. Consequently, their behaviour is exemplary.

Children make excellent progress in their learning through the very effective planning and assessment arrangements. Extensive use is made of observations to identify potential learning opportunities and next steps for the children. Parents view the learning journals as 'an excellent way of noting children's milestones and a wonderful collection of special memories'. Children are fully involved in this reviewing process and have their own learning journals where they can add photographs and their creations independently.

The childminder and her assistants are consistent in their explanations to children which helps them learn about keeping themselves safe. When an assistant opens a window to let some fresh air in she clearly explains to the children the potential risk of standing on a stool near the open window. Children have an excellent understanding of hygiene routines. For example, they are aware of the importance of washing their hands before eating and know that they cannot always see germs. Children wait patiently, allowing privacy and showing respect for others, as they use the toilet facilities. They thoroughly enjoy the responsibility of helping to serve others their snack. Snacks are healthy and nutritious and meet children's special dietary requirements. Children show very good coordination as they purposefully use a spoon to dish out the fruit. They successfully use mathematical language in daily routines, such as requesting a certain number of grapes. Children successfully learn about healthy eating as there are opportunities for them to grow their own tomato plants. There are plenty of opportunities for children to be physically active. For example, they explore different Olympic events at the local park, such as weightlifting with giant reels.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----