

Inspection report for early years provision

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Inspection date	10/03/2010
Inspector	Alexandra Brouder
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 2002. She lives with her husband, who is also a childminder and six children, aged six, nine, 12, 14, 14 and 17, on the outskirts of a small village near Burbage in Leicestershire. The whole of the childminder's house, with the exception of the lounge, study and second floor, is used for childcare purposes and there is a large garden available for outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. When minding alone she can care for a maximum of five children at any one time and when co-minding with her husband, is registered to care for up to 10 children. She is currently minding two child within the early years age range.

She is a member of the National Childminding Association. Schools, parks, shops and places of interest are within easy walking or driving distance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is totally committed to providing a fully inclusive service. The needs of all children in attendance are met exceptionally well and the childminder organises her home to ensure that all children access available space safely and securely. Excellent policies and procedures are implemented and shared with all users to ensure that children's health, safety and well-being are robustly supported. The childminder is well-qualified and has a very good understanding of the Early Years Foundation Stage, enabling her to plan a stimulating and challenging environment for all who attend. She works extremely closely with parents and carers enabling her to provide an environment based on children's individual needs. Systems to monitor her practice are very good and she ensures that all users of her setting have an input into this to ensure that she can continually review her practice and maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- further develop children's opportunities for outdoor play to enable greater opportunities for more free and spontaneous play.

The effectiveness of leadership and management of the early years provision

Children's well-being and safety is significantly enhanced by the extremely good organisation of the childminding service. For example, clear procedures are in

place to ensure that Ofsted are notified immediately of any changes to the household to ensure that appropriate checks can be made as needed. Children are safeguarded successfully as the childminder has completed appropriate training within this field and has policies and procedures to ensure that children's welfare is fully supported at all times. Thorough risk assessments are in place which take account of any potential hazards and risks that children may be exposed to, showing how these have been minimised to ensure that children remain safe indoors, outdoors and on outings.

Comprehensive policies and procedures, which are shared with parents and carers, effectively support and maintain children's health, safety and well-being at the setting. In addition to this, an excellent parent's file is in place informing them of all aspects of the care and learning that is offered to children within the childminding setting. All required documentation is completed before children begin ensuring that their individual needs are very well planned for. She values parents' knowledge of their children with regard to their interests and development, and uses this to inform her planning. Excellent records are in place to show how children are learning, supported by photographic evidence and written observations. These are presented to parents within a 'learning journey' informing them of their child's progress within the Early Years Foundation Stage. In addition to this, a confidential web-site has been developed to complement the already robust systems in place to ensure that the childminder and parents have daily written feedback on children's progress and development. Parents speak very positively of the excellent service that the childminder provides for their children. Resources are deployed exceptionally well and the childminder works in unity with her co-childminder.

The childminder respects all those that attend her setting and works hard to ensure that all needs are reflected within the resources and activities available. The childminder links in with key persons that work with children in other settings to ensure that she can build and develop on children's progression and learning. She has a secure understanding of supporting children who have special educational needs and/or disabilities and ensures that she seeks appropriate support for any child in her care. Since her last inspection the childminder has sustained her excellent practice ensuring that children's needs are fully supported at all times. The well-qualified childminder shows a strong commitment to on-going training and development. She has established highly efficient systems to monitor and evaluate her practice.

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

The childminder demonstrates an enthusiasm and passion to helping and guiding young children to learn. Her understanding and knowledge within the Early Years Foundation Stage enables her to plan and provide a challenging learning environment that suits the needs of all individuals. This leads to an excellent balance of well-planned adult-led and child-initiated experiences that stimulates and engages all children present. Space is very well organised to ensure that children can freely access all toys and resources, such as books, creative

equipment, role play and small and large construction equipment. Children gain a sense of belonging as there are examples of their artwork displayed around the setting.

Children really enjoy their time at the setting. The childminder gives a lot of thought into the types of toys and equipment that are needed for the children in her care, who in the main are aged around one year. Thus toys are provided that engage and enlighten children, such as musical toys, toys that light up, toys to bang, construction toys, books and a variety of role play equipment. Children's creative skills were enhanced as they were observed to listen to music that was being played and 'dance' along to the sounds, some attempting to vocalise to this as they screeched and laughed. Their communication skills are very well promoted as the childminder takes time to speak with them and listen to their responses. For example, a child was observed in the high-chair, the childminder asked the child if they would like more toast and they responded with their hand outstretched and babbled to the childminder. In addition to this, children are read to each day to enable them to begin to understand that print has meaning. The childminder speaks about children's favourite stories and how this supports children's understanding of language.

Children of all ages have many opportunities to create as photographic evidence, children's folders and planning shows that all children enjoy cooking, water play, painting and a range of role play equipment. Consequently children are very active and creative learners. Children learn about the wider world through free access to toys that promote other cultures, such as books, dolls, food tasting and a good range of dressing-up equipment. In addition to this, the childminder speaks about how she has used festivals from around the world in the past to encourage older children to gain a positive insight into the way of life of other cultures different to their own. Skills to develop problem solving, number and reasoning are exceptionally well promoted. This is because the childminder confidently introduces this into everyday situations. For example, children were observed to place shapes within a variety of holes and were clearly pleased with themselves as they place the correct shape in the right hole, which in turn is highly praised by the childminder.

In view of the age of the children that the childminder cares for she ensures that she provides an environment in which she can increase and promote children's personal, social and emotional development. She does this through spending quality time with them on a one-to-one basis when time allows and through planning activities for all children to play 'together'. For example, whilst two children were asleep today, the childminder gave cuddles and affection to a child that was awake, chatting and responding to them appropriately, showing them a book and talking about what was in this.

Children's health is promoted exceptionally well as the childminder takes time to minimise the risk of cross-infection through robust cleaning methods, such as using anti-bacterial spray on all work surfaces and high-chairs and wipes on children's hands before and after all meals and snacks. In addition to this, children of all ages have access to fresh air and exercise each day, either through walks in the environment, or in using the outdoor area. Babies and young children have a

separate area within the outdoors to ensure that they can remain safe; although the childminder has recognised that this could be developed further to enable more free and spontaneous play. Children behave very well, and given their young ages, are listening and responding well to direction from the childminder, such as being asked to return a toy to another child when taking it off them. In turn they are highly praised for this. Children begin to develop a sense of security and safety at the setting as they take part in regular emergency evacuation drills and have had visits from the local fire brigade to extend their awareness of fire safety.

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

How effectively is the Early Years Foundation Stage led and managed?	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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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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