

Inspection report for early years provision

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Inspection date	21/06/2011
Inspector	Rachael Williams
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 1993. She lives with her husband, who is also her assistant, and their four children in Almondsbury, South Gloucestershire. All areas of the house are used for childminding which includes a dedicated playroom on the ground floor. They have three pet cats, two dogs, chickens and two tortoises.

The childminder is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register for a maximum of six children under eight years old; of whom, three may be in the early years age group. When working with an assistant she may care for six children in the early years age range. Currently, the childminder has seven children on roll who attend on a part-time basis; all of whom are in the early years age range. The childminder cares for children for whom English is an additional language.

The childminder has a level 3 early years qualification and is a lead childminder for the network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for by an inspirational childminder who has very high standards and an in-depth knowledge of the Early Years Foundation Stage requirements. Children thrive as the childminder recognises the uniqueness of each child and meets their individual needs exceedingly well. Children make exemplary progress in their learning through the implementation of robust planning and assessment systems. Welfare and safeguarding are promoted exceptionally well. The childminder is highly committed to working in partnership with others. Through meticulous and searching analysis the childminder, overall, accurately reflects on the service she provides and clearly identifies how to bring about sustained 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:

- reorganising the established self-evaluation process to reflect on improvements to outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are cared for in a very safe and secure environment which is thoroughly risk assessed by a competent and vigilant childminder. She has an excellent understanding of child protection issues through her consistent and ongoing training and offers support to other childminders in partnership with key agencies. Literature is readily available and shared as the childminder has a strong focus on partnership working to promote effective safeguarding arrangements. Meticulous emergency back-up arrangements have been established and parents are extremely well informed of procedures. Rigorous systems have been established to ensure that all household members have completed Criminal Records Bureau Disclosures. In addition, all household members, including her assistant, have completed first aid training to support children's well-being. Her assistant has excellent knowledge of the comprehensive policies and procedures that underpin the outstanding service provided.

The inspirational childminder maintains high standards throughout the service she provides. Rigorous systems have been established to monitor the provision and well-targeted plans enable outcomes for children to be exceptionally high. Very detailed communication diaries and use of questionnaires encourage parents to be a part of the review procedure. The childminder consistently asks children for their point of view for instance, involving them in planning experiences for their learning and development. The childminder has made extensive improvements to the setting for instance, in her re-organisation of the learning environment. She is proactive in accessing relevant training to support the children in her care. For example, to enhance communication skills the childminder has attended 'Every Child A Talker' training which she is initiating with all the children. She strives for continuous improvement through her consistent attendance at network meetings and conferences to extend her knowledge. To sustain this high standard the childminder wishes to improve her systems for documenting her accurate setting of targets to reflect improvements on outcomes for children.

The childminder and her assistant are highly effective in ensuring an inclusive environment is provided where all children's individual needs are recognised and fully respected. The childminder actively supports and integrates children who learn English as an additional language into the setting. For example, as the childminder had no prior knowledge of children's home language, through her rigorous settling in procedure, she accessed French and German lessons so that she could fully support the children and their families. There is exceptional resourcing to promote children's understanding of diversity in particular, access to a broad range of multi-cultural dressing up clothes and doll's house figures and soft rag dolls to reflect disability. Children have an excellent sense of belonging for instance, photographs of the children and family members adorn the walls. They are extremely comfortable and confident within the caring and loving relationships that have been established.

There is excellent partnership working at all levels. The childminder engages parents exceptionally well through the use of communication diaries and regular

discussions. For example, the childminder has worked closely with parents to access relevant health professionals to support identified hearing problems. Parents are provided with a wealth of information including a prospectus, monthly newsletters and well-written policies and procedures which are regularly reviewed. Parents comment favourably on the service provided by the childminder and her assistant. For example, parents are delighted with the 'family orientated environment' and the 'genuine affection shown'. The childminder works exceedingly well with other early years providers to fully support the children. For example, the childminder works in collaboration with the local pre-school to establish shared next steps for the children's learning.

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

The local environment is used well to enhance children's learning for instance, through visits to the local library and museum. The childminder promotes children's safety on outings exceptionally well. She visits each location before taking the children and completes comprehensive risk assessments of each type of outing. The children display an excellent awareness of safety as they understand the importance of wearing high visibility vests and bracelets with emergency numbers displayed. The childminder encourages children to become aware of expectations and boundaries when on outings for instance, holding hands and discussing road safety, to further enable their understanding. Children are frequently involved in emergency evacuation procedures to further support their understanding of how to keep safe. Older children are very clear about routines and remind younger ones that they do not need to collect their shoes. Robust systems have been established to ensure that children are collected by authorised adults that the childminder and her assistant have met or have photographic identification.

Children have access to an abundant range of high-quality toys and resources which meet their individual requirements. The dedicated playroom is exceptionally well organised and provides children with a stimulating learning environment. Children are actively involved in their learning hence, their behaviour is exemplary as there is little opportunity for them to be bored or disinterested. Children are confident in the setting and access resources independently. For example, when a toddler is unable to access the brightly coloured, wooden toy kitchen she selects the sorting box to stand on showing very good problem solving skills. The childminder has excellent understanding of children's interests, starting points and capabilities through her rigorous settling in procedures and initial observations. Consequently, the dedicated playroom meets children's developing needs for instance, in promoting babies' mobility with walkers. Through constant engagement with the children their communication skills are developing exceedingly well. For example, the childminder consistently listens and responds to babies' babble, reinforcing new vocabulary. Children show good spatial awareness as they push and pull trains and cars around the track competently. The childminder interacts exceptionally well to support children's problem-solving skills. For example, a toddler listens well to instructions and finds the toy fire engine. The

childminder introduces mathematical language to the child as he tries to fit the driver into the cabin. High quality planning and assessment procedures enable children to make excellent progress in their learning. The childminder is deeply effective in clearly identifying children's learning priorities and in using these to influence future planning. Parents are routinely involved in their children's learning and successfully contribute to the profile documents.

There are extensive arrangements in place to encourage children's understanding of healthy lifestyles. Children are developing their understanding of hygiene routines as the childminder encourages the children to wash their hands at appropriate times. Older children use liquid soap and dry their hands on individual towels or flannels whilst younger children use wipes. Children thoroughly enjoy a healthy snack of grapes and banana which they help to prepare. They are involved in planting and harvesting their own fruit and vegetables and collecting the eggs from the chickens which they use in their cooking activities. Robust systems have been established to enable the childminder to record accidents and administered medication which she consistently shares promptly with parents.

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