

Inspection report for early years provision

Unique reference number	201461
Inspection date	14/07/2009
Inspector	Bernadina Lavery
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1992. She lives with her husband and one child aged 15 years. They live in Water Orton, Warwickshire. Her husband also acts as her assistant. The whole of the childminder's house is used for childminding, although children mainly use the ground floor and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local toddler group. The family has a dog and two cockatiels as pets.

The childminder is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to provide care for six children when working alone or ten children when her husband is acting as an assistant. The childminder is currently minding six children on a full-time and part-time basis, all of whom are within the early years age range.

The childminder is able to support children with learning difficulties and/or disabilities. She is a member of the National Childminding Association and the Children Come First approved childminding network.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children are extremely happy, safe and make excellent progress within the Early Years Foundation Stage (EYFS) at this homely, welcoming setting. Children's uniqueness and individuality are prioritised and fully appreciated because inclusive practice underpins all aspects of children's care, learning and play. Excellent partnerships with parents, carers and other providers ensure collaborative working is extremely effective and all children benefit. The childminder is highly experienced and fully committed to further developing her professional knowledge and evaluating her service in order to ensure ongoing, 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:

- develop further professional knowledge in order to consolidate and enhance reflective practice.

The leadership and management of the early years provision

Safeguarding children is a priority for the childminder. She demonstrates an excellent understanding of child protection procedures, including recording and reporting any concerns promptly. She keeps her knowledge up-to-date through training, having recently completed an NSPCC awareness course. Children play

safely because the childminder is highly vigilant and has devised excellent risk assessment systems covering all aspects of her childminding. The childminder constantly reviews her systems, especially after attending training to ensure children's safety and enjoyment. Consequently, children play with an excellent range of high quality resources to suit their needs and play preferences. Vetting procedures are robust and include provision for checking Criminal Records Bureau checks to ensure children only have contact with suitable adults. Children's health and well-being is very well promoted as the childminder ensures her first aid training is up-to-date and also that of her assistant. First aid boxes are well stocked, accessible and taken on outings to ensure children receive prompt attention if required. The childminder is extremely well-organised and ensures all required documentation is in place if children have an accident or are taken ill whilst at the setting. She also makes information available to parents including guidance on notifiable diseases and Swine Flu.

The childminder is fully committed to implementing inclusive practice. For example, she has been influential in ensuring children with English as an additional language or communication difficulties are extremely well supported and included by eliciting language support within her home and the local playgroup. The childminder has devised well-considered, detailed policies outlining all aspects of inclusive practice. This coupled with her professional knowledge, sensitive, patient approach and working with her assistant ensures children's individuality is celebrated and their needs met. As an experienced childminder, she has excellent links within the local community, ensuring a regular, detailed two-way exchange of information relating to children's progress. Parents and carers share their views and experiences of using the childminding service through many thank-you cards and letters of appreciation that are treasured by the childminder, who values all the families she has contact with.

As an accredited childminder, she demonstrates an excellent knowledge and understanding of how best to promote children's learning. For example, she has completed a National Vocational Qualification Level 3 in Care, Learning and Development and holds an Advanced Diploma in Childcare and Education. The childminder has received a long service award for being part of the network for over 10 years and was runner-up in the Warwickshire Childminder of the Year ceremony 2007. This demonstrates that the childminder is highly dedicated in wanting to provide a safe, nurturing, educational experience for all children. The childminder has completed a thorough, detailed evaluation of her service that demonstrates excellent levels of reflection and vision for the future.

The quality and standards of the early years provision

Children are developing positive attitudes to learning and make excellent progress within the EYFS. Excellent, detailed planning and assessment systems are in place because the childminder has a very good understanding of the EYFS and has interpreted the framework innovatively through practice and reflection. For example, she is compiling an 'Active Learning' portfolio, using photographs to represent each of the areas of learning. This ensures all children make progress, enjoy variety and challenge. Children's starting points and progress are clearly

recorded in an 'All about me' profile. The childminder uses different methods to chart children's progress, including photographs and notes from incidental observations and collates this evidence in a folder for each child that is then used to plan for individual children's needs and interests. The childminder demonstrates an extremely positive attitude to inclusion and her commitment to improving her knowledge through training is exemplary. For example, she attends courses to enhance her knowledge of disability, different cultures and diversity, including Polish and Indian culture. She evaluates her practice to ensure gender differences are catered for as the childminder is aware of how best to promote boy's learning and concentration. Overall, this results in the childminder organising individualised learning for all children.

Children's behaviour is excellent and they respond extremely well to the calm, patient interactions with the childminder and her assistant. Children share, cooperate and clearly enjoy each other's company. These social skills are reinforced through regular visits to playgroups and meetings with other childminders to ensure children interact with others and develop confidence with their peers.

Children use mathematical language very confidently and display excellent comparison skills. For example, whilst building a tower, they stand beside it to compare the size and comment on how tall it is. This learning is skilfully reinforced by the childminder and her assistant who ask challenging questions and highlight children's achievements. Children are very articulate and describe plastic skittles as being, "wobbly like a penguin". Children display very vivid imaginations whilst playing with a train track, talking in detail about the train driver, describing his clothes and what happens to him when he crashes the train. Babies are well supported in developing their physical skills as they can crawl and practise mobility skills with sensitive support and encouragement from the childminder. Children enjoy creative activities and their pictures are proudly displayed within the childminder's home.

Children play safely within this homely environment where they are developing responsibility for their own safety. For example, they regularly practise fire drills and have meaningful discussions about road safety whilst on outings. Healthy eating is encouraged and the childminder is guided by children's preferences and requests when planning meals. Regular drinks are provided in suitable cups and beakers to ensure children keep hydrated. The childminder has excellent documentation that outlines all requirements including, children's specific dietary needs and she adapts meals in order to cater for all children appropriately. Children enjoy regular fresh air and exercise both in the garden and on outings. Children are encouraged to play outside using a variety of equipment to promote physical skills including tunnels, scooters and balls.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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