

Inspection report for early years provision

Unique reference number	207446
Inspection date	26/10/2011
Inspector	Janice Hughes
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 1994. She lives with her husband and two adult children in Breaston, Derbyshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding seven children all of whom attend on a part-time basis. Three of these children are in the early years age range.

The childminder holds an early years level 3 childcare qualification and is a member of the National Childminding Association. She attends the local childminder and parent, carer and toddler group and walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is exceptionally well organised so that children's well-being is significantly enhanced and their safeguarding is assured. She is diligent in ensuring she has excellent, up-to-date knowledge of the individual needs of children in her care. Each child's needs are extremely well met through highly effective partnerships between the childminder, their parents and other providers. She has high aspirations for quality through ongoing improvement so that all children make outstanding progress in their learning and development. She has also identified improvements to the outside environment. The childminder is self-motivated and demonstrates a very positive attitude to 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:

- developing the outdoor environment to give children more first-hand contact with weather, seasons and the natural world and to explore their senses. (commitment card 3.3)

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an excellent understanding of safeguarding procedures and has undertaken recent child protection training to update her knowledge. The childminder is fully aware of the procedures to follow in the event of a concern regarding abuse or neglect of children. She demonstrates a superb

understanding about how to support children to feel and keep safe. She is aware of their individual characters and ensures that she responds to these. For example, she provides reassurance to children who are insecure around unfamiliar faces. The childminder encourages children's awareness of safety by reminding them not to climb onto the table in a highly positive manner, which allows them to also understand boundaries. A comprehensive risk assessment procedure is in place which the childminder reviews regularly to ensure that any hazards are kept to a minimum which promotes children's ongoing safety. Risk assessments cover all aspects of the home, garden and include outings away from the home setting. A robust written emergency and accident policy ensures that children are suitably cared for in the event of an emergency. Emergency evacuation plans are in place and regularly practised with children, which ensures that they are aware of the appropriate procedures to follow in an emergency.

The childminder's practice is highly inclusive and she demonstrates a very good awareness of equality and diversity. She demonstrates a highly innovative attitude towards inclusion and has systems in place to support children with special educational needs and/or disabilities. She liaises closely with parents and is happy to follow any specific advice or plans suggested by other professionals. The childminder demonstrates an excellent understanding of each child's unique needs. She has full details of individual requirements recorded on child record forms following initial consultation with parents. A wealth of resources are available and easily accessible for all children to experience, these include a range of positive images of diversity and disability which aid children in understanding about differences and similarities of people.

The childminder is extremely proactive in ensuring that her knowledge regarding children's learning and development is up-to-date. She has attended courses including 'Raising Standards Through Play' and 'Forest Schools' and has recently also completed her level 3 childcare qualification. The childminder has an excellent understanding of the Early Years Foundation Stage. She has completed the Ofsted self-evaluation from comprehensively and effectively. This has helped her to develop her strengths and identify any areas for improvement, for example, to extend the children's learning more in garden. She has extremely effective written policies and procedures in place; for example, the safe collection of children, lost children and safety in general. She works closely with a number of local childminders in order to provide children with a greater range of activities and to enable her to share good practice with other like-minded professionals.

Partnerships with parents are extremely strong, as the childminder values their contributions and keeps them very well informed about all aspects of their child's development and achievements. During introductory visits, the childminder uses both discussion with parents and observations to help her assess a child's 'starting points'. She shares information with parents on a daily basis, both verbally and in children's daily diaries, as well as sending newsletters. Children's development folders are shared with parents and these include children's work, photographs and observations. Parents receive detailed information at the onset of a placement; which include the childminder's policies and procedures and details about her service. She strives to provide an excellent two-way partnership where parents contribute their opinions and ideas effectively. Enthusiastic links have been made

with services and other providers used by the minded children. The childminder works closely with pre-school staff to ensure she is aware of topics being followed, she also provides summaries of the children's learning and has verbal conversations with key workers. This enables continuity of learning and care for the children she minds.

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

Children make excellent progress in relation to their starting points and capabilities that are shared by their parents with the childminder. This is because the childminder's teaching is rooted in expert knowledge of the learning and development requirements. She has a full understanding of how young children learn and achieve. Exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that fully meet the needs of all children. Assessment through high quality observations is rigorous and the information is used very effectively to guide planning that is tailored to the needs and abilities of each child. For example, the childminder plans activities about autumn, and the children go into the woodland to gather leaves and twigs and create autumn pictures. She also uses some of the items gathered and places them into containers for the children to investigate and explore independently. This provides children with excellent opportunities to explore the wider community and be active learners.

Children are extremely happy and confident in the environment and have very close relationships with the childminder, chattering away to her as they play. Young children enjoy their learning as the childminder interacts and teaches most effectively. She continually responds to their early communications, talking about what they are all doing. She supports and challenges them continuously by asking, for example, "Where have the stars gone?" "How many spiders are there?" Resources are available that help children to develop skills for the future. These include electronic toys, such as, computers and remote controlled resources, number and problem solving activities and games. The childminder also encourages children to develop their enjoyment of books through visiting the local library, reading stories and looking through them. For example, the children name animals and the sounds they make as they look through a book about the farm. Children enjoy the free-flow system of playing either in or outdoors and are able to make independent choices about the resources and activities as they are easily accessible.

Children make excellent progress in their social skills and building their confidence, as they have regular opportunities to attend local toddler and childminder groups. They participate in outdoor activities on a daily basis, including regular walks to school and visits to the local park. They also participate in an extremely wide range of physical activities, such as soft play and dancing therefore children develop excellent physical skills. They regularly take part in cookery sessions with the childminder. She encourages children to use new words, such as 'wooden spoon' and 'sieve' during these activities, as well as weighing and measuring whilst cooking, developing mathematical and language skills. Children have the

opportunity to celebrate a wide variety of cultural and religious festivals and events, including making Rangoli patterns and crafts to celebrate Diwali.

The childminder is very kind, patient and very responsive to children's individual needs, ensuring they feel comfortable and secure in her home. She is highly skilled and sensitive in her management of children and their behaviour. As a result, children behave very well, interacting and learning to respect, cooperate and share resources with each other. The childminder is an excellent role model so the children develop high levels of self-esteem through her warm praise and encouragement. Children have very good knowledge of safety while in the childminder's home and whilst out and about with her. She talks to them about safety while walking to school and nursery, and they practise road 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

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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