

Inspection report for early years provision

Unique reference number	207604
Inspection date	24/02/2011
Inspector	Patricia Bowler
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 1992. She lives with her husband and one adult child in Marston Montgomery, Derbyshire. The home is a dairy farm and the whole of the ground floor and bathroom facilities on the first floor are used for childminding. There is a fully enclosed hard core area for outside play and children make supervised visits to extended farm land including a wooded area.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time. The childminder is currently caring for 11 children in the early years age group who attend part time and three older children.

The childminder takes children to and collects them from the local school and attends various community groups. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is extremely effective in her implementation of the Early Years Foundation Stage. Hence children, who are highly valued, make outstanding progress towards the early learning goals. Children's welfare is purposefully maintained through excellent partnerships with parents. This ensures optimum care is provided to meet their individual needs. The childminder continually strives for improvement through further training opportunities. Exceptionally robust systems for self-evaluation serve to maintain the exceedingly high standards of her childminding service.

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 further the plans for outdoor activities that will continue to improve the high quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of safeguarding issues through her committed attendance at training events. She is proficient in her knowledge of the steps to take should she identify concerns and consequently children's safety remains paramount at all times. Adults within the home are suitably checked. Comprehensive policies and procedures are extremely effective, as they inform

parents and identify children's individual needs. Valuable information clarifies their starting points for learning and development which in turn supports their rapid progress towards the early learning goals.

Accurate attendance records confirm children's arrival and departure times. Children's safety is significantly enhanced through rigorous risk assessments which include the indoor and outdoor areas and outings. Children learn about their own safety through age-appropriate rules within the home and when venturing on exciting expeditions within the farm boundaries. Outings to the local town develop their awareness of potential hazards such as road safety in contrast to the rural location of the childminding setting. The childminder helps them learn what they should do if they become separated from her. Children know and practise emergency evacuation drills which are accurately recorded to show when they take place and identify any issues and resolutions

Effective methods to manage behaviour help children to develop self-control and an understanding of the needs of others. Sensitive use of praise and encouragement promotes their self-esteem and recognises their actions.

An exciting range of toys, equipment and resources motivate and inspire children's imagination to enable them to confidently steer their own play. An emphasis on active play outdoors helps children learn about the environment and steps taken by the childminder ensures resources are fully sustainable.

The childminder is highly committed to her personal development through attendance at training courses. She undertakes continuous monitoring and evaluation processes and includes parents and children. This allows her to identify strengths and areas for improvement including those identified for the further extension of outdoor play opportunities. Children are cared for in an inclusive environment with positive images and attitudes towards difference and diversity. They consequently develop a sensitive awareness of others through active play situations.

Parents receive exceptional information about the setting, including a monthly newsletter and comprehensive documents to ensure children's needs are met. The childminder has robust links with other settings providing the Early Years Foundation Stage which provides consistency in children's learning. Procedures are firmly established to liaise with other professionals should this become necessary for individual children to ensure they progress to their full potential.

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

Children make outstanding progress towards the early learning goals in an environment conducive to active play and relaxation. They play a dynamic role in their learning and wherever possible, offer their own ideas and respond to challenges with great enthusiasm. Inspirational and innovative opportunities motivate children. They defy wet weather wearing all-in-one protective suits and

Wellington boots to venture into woods on the farmland where they run along familiar paths. Conversations develop about obvious seasonal changes. They examine emerging buds, slither along paths laden with wet soggy leaves and gather fallen tree branches to add to those already erected to form a den. This is overseen by 'Mrs Tiggy Winkle', a life-sized scarecrow from a previous activity. Children talk about possible animals such as badgers that may inhabit the den when they are not there. Much emphasis is placed on outdoor play and children return to the farm to dig in a mound of organic compost. They transfer this in wheel barrows to plots where they will plant and tend vegetables for later consumption in home-cooked meals. Children giggle as they stand in the sluice area to rinse off excess mud from their Wellington boots before returning inside.

The childminder knows the children very well and organises her day with precision to help them gain an exceptionally strong sense of security. They are highly valued as individuals and learn to respect their own and each others' attributes. Subsequently, their behaviour is exemplary, as they respond to high expectations, achieved through positive praise and encouragement.

Children show high levels of curiosity and imagination as they enjoy rich and varied play experiences. They take responsibility for choosing what they do both indoors and outside. They make life-sized cut-outs of themselves and excitedly discover their differing heights and facial differences. They use dressing-up clothes and an extensive range of resources to support role play. Musical instruments, including a small keyboard, develop dexterity and an appreciation of different sounds. Classical music is used effectively as a calming method before lunch and children are encouraged to talk about what Vivaldi's Spring music suggests to them.

The childminder is extremely skilled in her interaction and use of open questions to encourage conversation and language skills. A wide range of books, including early reference books inspire children's curiosity. They plot the flight path from the United Kingdom to America on a wall chart. This enables them to locate a holiday destination for one of the children and promotes discussion about different time and climate zones.

Children develop skills in technology as they use a digital camera to record their activities and know how to look at photographs they have taken. They transfer these to the laptop and delight in recognising themselves and past activities when they view these as the childminder prepares lunch.

Children show an exceptional understanding of healthy living and personal hygiene routines. Individual hand towels minimise the risk of cross-infection and parental provision for babies ensures unfamiliar products are not used. Detailed documentation ensures any specific dietary or health related issues are met. Drinks are readily accessible for children who can quench their thirst as necessary.

The childminder has a positive attitude towards difference and inclusion. She promotes children's awareness through imaginative activities and extensive images in play resources. They develop an acute awareness of the local community and the wider world in which they live.

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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