

Inspection report for early years provision

Unique reference number	209237
Inspection date	24/02/2011
Inspector	ISP Inspection
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1993. She lives with her husband and two adult children in Bourne, Lincolnshire. The whole of the ground floor is used for childminding purposes and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years of age; of whom, three children may be in the early years age group at any one time. She is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She currently has a total of 15 children on roll who are minded at different times. Five children are in the early years age group and are minded on a part-time basis. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is a highly stimulating and vibrant setting where inclusion is placed at the heart of the organisation. Children make rapid progress in their learning and development and thrive in this safe and secure environment. Partnerships between parents, providers and other agencies are firmly established and ensure children's needs are met and their protection assured. Improvements to the setting significantly enhance the outcomes for children and most future targets are prioritised well. The capacity for sustained improvement is outstanding.

What steps need to be taken to improve provision further?

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

- ensuring that targets for future improvement are prioritised effectively into a realistic and achievable plan.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a high level of commitment to promoting children's safety. She has completed safeguarding training and has comprehensive policies and procedures in place that are implemented consistently and robustly. These are shared with parents to ensure they are fully conversant with her duty to protect children and how she organises her setting to keep children safe. The supervision of children is vigilant, and safety measures are efficient and effective, and successfully minimise hazards. Full risk assessments are in place for all aspects of the setting that children have contact with. Full reviews of these are completed at

least annually and sooner if changes occur. All adults who have regular contact with children are appropriately vetted.

The childminder has exceptionally high expectations for the quality of her setting and sets high standards, which are embedded across all areas of practice. Since the last inspection she has successfully met the recommendation that was raised by improving her knowledge of notifying the regulator of significant events. She uses self-evaluation very well to drive improvements and has clear ideas about what she wants to do next. However, because improvements are an ongoing and continuous process in this setting, the planning of some future targets have not yet been finalised and it is unclear how these are being prioritised. In spite of this minor issue, the childminder has introduced many self-identified improvements, which contribute significantly to the richness of this setting. Some examples of these improvements are the positive way in which she has embraced the Early Years Foundation Stage and has developed highly effective systems of observations, assessment and planning. She has developed her garden into a highly stimulating and magical learning environment, widened pathways to enable easier access for wheelchairs and double buggies, and completed further training to develop her knowledge and practice. She has also introduced many new resources that enhance and add further dimension to children's learning. These improvements are well targeted and fully promote equality of opportunity and inclusive practice. The childminder demonstrates an exceptional capacity to sustain continuous improvement.

The childminder places the promotion of equality of opportunity at the heart of her setting. She cares for several children who have special educational needs, learning difficulties or disabilities, and has highly effective systems in place, which consistently meet their needs. Excellent partnership working takes place and ensures that every child in this setting receives high levels of support at an early stage. All parents are fully involved and the exchange of information between parents and the childminder is purposeful and enables both parties to extend children's learning and development through a consistent and shared vision. Excellent use is made of home-link diaries and these links are extended to include other practitioners for those children who are cared for in more than one setting. Strong partnerships are established with the local school and other pre-schools. The childminder takes the lead in meeting with teachers when a child is moving onto school. Information continues to be shared regularly to ensure that children are very well supported with their transition and that any gaps in their learning can be identified and closed through consistent methods. Children in this setting are extremely well supported through the highly effective systems and partnerships that the childminder has established.

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

This is a highly stimulating and welcoming environment that fully reflects children's backgrounds and wider community. The setting is extremely well resourced, both indoors and outdoors. Children make excellent use of the garden, which is a vibrant and magical environment. It has sensory areas, grottos, stepping stones,

number and writing areas, planting areas and an all-weather canopy, which enables children to play outdoors as much as they wish. It is further enhanced with the use of ornaments such as owls, ribbons, flags, windmills, mobiles and a large dragon that floats and moves as it hangs from the canopy. Children have regular visits to well-planned places of interest that are organised around their natural interests and extend their understanding through memorable experiences. They visit places locally such as the local town and parks and they have wonderful experiences when they visit their local woods for nature trails and to play in the willow dens. They develop their understanding of the wider community through visiting places further afield, such as, larger towns where they use public transport, museums, libraries, castles, deer parks and hospitals.

The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. The childminder is enthusiastic and highly creative. She channels this energy and creativity into planning innovative activities, which children are a part of at every stage. Children remember things they did the year before and eagerly re-tell these memorable experiences. They play a dynamic role in the setting and talk excitedly about what is planned next. One example of this is the annual woodwork project that the childminder plans. Children have made a wooden obelisk and planters for the garden. They learn to use tools safely, screw nails and sand and paint wood. This year they are really excited as they have been involved in making the plans to build a wooden bridge to go over the stepping stones. They eagerly show where the bridge will be placed when they have made it and they talk about how this will enable the babies to cross over the stepping stones and join in when they play circuit games around the garden. Children learn many skills in this setting and their ability to think critically and to solve problems is fully promoted by the childminder. As part of the planning process for this bridge children firstly made bridges with construction bricks and used stones as weights to see what would happen. Eventually it was decided and agreed to make an arched bridge and the children helped make the plans, which are kept on display in the playroom ready for use in the spring.

Children make excellent progress in all areas of their learning because the childminder's teaching and guidance is rooted in expert knowledge of the learning and development requirements, and a full understanding of how children learn and develop. Full account is made of their individual learning styles, preferences and choices. Themes are based around these, such as a 'sleep-over' day, a 'pirate day' and a 'teddy bear' day. Assessments through high quality observations is rigorous and the information gained is used very effectively to guide planning. All areas of learning are skilfully covered through one activity and, because the childminder has an in-depth knowledge of every child, all children receive the correct balance of challenge and support to meet their needs. Children are articulate communicators and they are extremely capable with technology. They use computers, digital cameras and printers independently to print off the photographs they have taken. They are extremely well behaved and discuss things thoughtfully to reach decisions. Relationships are extremely good and children display a strong sense of security and belonging. They are learning skills for their future and are active and eager participants in their learning.

All children show an exceptional understanding of the importance of following good hygiene routines. They show an excellent understanding of healthy eating and make healthy choices at snack and meal times; for example, asking for apples at snack time and sardine sandwiches for lunch. Children's knowledge of food is developed further as they enjoy growing vegetables and fruit in the garden and gathering nettles from the local wood to make home-made nettle soup. They demonstrate a deeper understanding of promoting good health through their care of nature and other people. They ask to feed the birds and help elderly neighbours during the harsh snow by helping to bring in their bins and taking them bottles of water when the local water supply was not working. Children behave in ways that are safe and responsible. They understand road safety and fire evacuation procedures. They follow clear safety rules, both in the home and when out and about. Children are extremely helpful and contribute positively to the safe organisation of the setting.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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