

Inspection report for early years provision

Unique reference number	219565
Inspection date	13/02/2009
Inspector	Diane Mary O'Neill
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

This childminder has been registered since 1988. She lives with her husband and four children whose ages range from six years to 19 years. Access to the childminder's home is by steps at the front door. The whole of the ground floor of the house is used for childminding and an upstairs bedroom is used for rest periods. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The childminder is currently minding five children in the Early Years Foundation Stage and seven in the later years age range. The childminder has no pets. She is able to support children with learning difficulties and/or disabilities and who have English as second language. The childminder walks to local schools to drop off and collect children. She attends the local toddler group and takes children to the library and nearby park.

Overall effectiveness of the early years provision

Overall the quality of the provision is Outstanding. Extremely well-developed knowledge of each child's individual needs and starting points ensures that the childminder promotes all aspects of children's welfare and learning with success. An exemplary partnership between the parents and other agencies is a key strength and contributes significantly to ensuring the needs of all children are met and any additional support is acquired. Through excellent and robust systems children are fully safeguarded. The childminder's comprehensive self-evaluation ensures that she clearly identifies and acts on any areas for future development, therefore continually offering a high class service that is responsive in meeting the needs of all children.

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 the procedures for analysing adult-led activities to ensure that children's learning and development can be further challenged and extended.

The leadership and management of the early years provision

Children's safety and wellbeing is of a high priority to the childminder. She takes extremely positive steps to address any dangers to ensure their safety. The childminder has developed a very robust safeguarding policy, along with up-to-date guidance from the local safeguarding board and other agencies, which she uses to refresh her knowledge and practice. Through thorough daily risk

assessments and ensuring that all adults living in the home who may have regular contact with children are suitably vetted, the childminder is able to give reassurance to parents and to further protect children.

The childminder has devised a wide range of effective policies and procedures which reflect her highly professional service. She ensures these are available to all parents and visitors therefore enabling them to be kept fully informed of her practices. This is further supported through photographic evidence, individual photograph albums that enable the parents and children to see the many activities and resources which fully assist the children in their learning and development.

Parents are extremely complimentary of the childminder. This is done through thank you cards and parent questionnaires. These comments show that parents' contributions are highly valued and how they appreciate the high standard of learning and care given to their children. The childminder ensures that all records, policies and procedures are available to the parents as are the observations and written assessment which record the children's learning and development within the Early Years Framework. The use of photographic evidence is another way of enabling them to see the range of activities and learning opportunities on offer. This effective working partnership with parents helps the childminder to clearly identify children's individual development and learning needs, enabling her to work effectively with the parents and any other agencies to ensure each child receives the best possible care where it is needed.

The childminder has exceptionally high aspirations for quality which is evident through ongoing improvement. She has positively addressed recommendations raised at the last inspection and has found she has improved her practice within these areas. She has produced a very thorough self-evaluation which she has effectively used to reflect and monitor her practice. She is extremely keen to use this as an ongoing working document which she will continually add to. To further her own knowledge and development the childminder has undertaken several short courses and is keen to undertake further training. She confidently uses the internet to search for information to continually assist her in gaining up-to-date information as well as helping her in the planning of topics and projects she does with the children. This commitment reinforces the highly professional service which she delivers to children and their families.

The quality and standards of the early years provision

The childminder is highly skilled at promoting children's health and welfare, learning and development. Children's learning is helped through topics, such as healthy eating, health and hygiene. Children make vegetable soup, fruit skewers and learn through discussion and the answering of their questions. For example, children ask why the milk cartons have different coloured lids, the childminder takes time to explain the different types of milk and how it helps their bones and teeth grow strong. To further help the children learn about safety the childminder incorporates road safety within topics and through example as the children walk to and from school helping them learn and understand the importance of being safe.

Children are highly respected for who they are as the childminder ensures that all children have the good opportunities to join in and have fun with the wide range of activities that are on offer to help them to develop across all areas of their learning. They are animated and enthusiastic as they are involved in their own games such as pretend play. They show keenness by asking the childminder lots of questions, for example, when taking part in making Valentines cards. The childminder very skilfully explains what Valentines Day is and why they had different sizes of hearts to stick on the cards they were making. The childminder ensures children learn through play and experience about the world in which they live. This is achieved through topic, projects and discussion. For example, photographic evidence shows the children taking a trip to a Chinese restaurant to celebrate the Chinese New Year. The children happily talk about how they tried to eat with the chop sticks and colouring pictures which reflected the year of the ox, are displayed. Children have fantastic opportunities to learn about the wider world through hands on experiences such as looking at worms on the way home from school and nursery, through doing topics about animals, other countries, cultures and festivals and people who help us. The children learn about others including those with disabilities and learning difficulties and the importance of inclusion. This is evidenced as the childminder offers care for children with disabilities and learning difficulties and photographic evidence shows all the children playing together.

The childminder is highly skilled at enabling children to talk about what they are doing, asking questions which enrich their learning and conversation skills. Children enjoy getting out bean bags and snuggling down to listen to a story. There are good opportunities for them to easily access books which help them make their own informed choices.

Children have excellent opportunities to be engaged in physical and outdoor play within the daily routine. This helps to enrich their skills through a wide variety of activities both inside and outside. For example, children confidently use glue sticks, paint brushes and rolling pins to take part in certain creative activities. They use sit and ride toys confidently and with parental permission use the large trampoline in the garden with supervision. They are taken on trips to play centres and the local parks, where the childminder arranges rounders' matches so all the children can be involved.

Children have excellent opportunities to learn to share the play materials which are on offer, be polite, respect one another and help in every day tasks such as clearing up the toys. Children are highly rewarded for their achievements through praise and encouragement. This gives children a tremendous boost to their self-esteem and helps them to feel very valued by the childminder. Trips to the local toddler groups and outings with other children are positive ways of helping them to build on their social skills. High priority is given to promoting children's learning opportunities within the Early Years Foundation Stage through everyday play and learning experiences, posters, books and general discussion.

The childminder has worked hard to develop a system for the recording of children's achievements and drawing up their progress within the early learning goals. She has taken consideration of their starting points and has developed her

planning to meet the ages and stages of their development and share these plans with their parents. The childminder also uses daily diaries, observation records and photographs some of which are displayed as well as children having individual photographs albums. Although the planning reflects what children are doing and good systems are in place within the general observations for looking at the next steps and ways to further challenge children's learning, this is not fully recorded within the adult-led activities. Therefore children's development opportunities could be further improved in a way which fully supports the planning of challenging and extending learning opportunities.

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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.