

Inspection report for early years provision

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Inspection date	16/03/2011
Inspector	Lesley Bott
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 1996. She lives with one child aged 16 years in Kimberley, Nottinghamshire. The downstairs playroom, kitchen and bathroom are used for minding, together with an enclosed outdoor area.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 10 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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.

Children thrive due to the childminder's enthusiasm. They make excellent progress in the child-centred environment where they feel safe, secure and happy. Children make exceptional progress as the childminder has a secure understanding of the Early Years Foundation Stage, and offers them rich and varied play experiences to develop their next steps in their learning. There is a strong commitment to ongoing improvement as the childminder attends training to keep her knowledge up-to-date. Self evaluation of her practice is used to identify further improvements across all areas of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- reviewing opportunities for children to increase their opportunity to see and identify numerals in their environment.

The effectiveness of leadership and management of the early years provision

The childminder has addressed all aspects of safeguarding to keep children safe. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Comprehensive policies and procedures are implemented consistently and robustly to ensure that any concerns are prioritised and dealt with effectively. In turn, children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. Written risk assessments are in place which manage or eliminate any risks to children. These are reviewed on a regular basis and amended when necessary.

Children make excellent progress in relation to their starting points which is complemented by the childminder's effective use of the space within the provision and deployment of resources. Furniture, equipment and toys are of high quality and suitable for the ages of the children as they support their learning and development. Outcomes are clearly linked to the excellent use of both the outdoor and indoor environment. Children clearly benefit and thrive as a result of the setting they are in. The childminder is very effective in working towards meeting the needs of different groups of children and actively promotes equality and diversity through careful planning. For example, the children celebrate a variety of different festivals during the year. She has an exceptional knowledge of each child's needs as she is effective in identifying and addressing differences in their achievements. Excellent partnership working takes place to ensure every child receives high levels of support at an early stage. Parents are actively involved in their child's learning as they receive regular updates on their achievements. Their views are sought and acted upon as they are encouraged to be heavily involved in supporting their children's learning across different areas. The setting is also highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are well-established channels of communication open between herself and other settings that children attend which also deliver the Early Years Foundation Stage.

The childminder uses self-evaluation to actively evaluate and understand her practice and highlights her strengths and how this is used to secure continuous improvement. Parents are also meaningfully involved in the self-evaluation process as they complete a questionnaire which is used to help improve the outcomes for children.

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

The quality of children's learning and their progress towards the early learning goals is outstanding. Children are eager to attend and demonstrate outstanding progress in developing skills that will help them in the future. They play a dynamic role in their learning and wherever possible, offer their ideas. They show high levels of independence, curiosity, imagination and concentration. Children were able to reorganise the equipment in the room, moving the chairs into a line to become a bus. 'All aboard' they shout before deciding amongst themselves who is going to be the driver. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning. Skilled planning through observations and assessments of the children's play is in place. This ensures that all children achieve and have opportunity to progress in all areas of learning. The development of numeracy and problem solving could be enhanced further by children having the opportunity to explore numeracy and problem solving through more visual numbers.

Children enjoy their learning as they begin to understand colours and develop their manipulation skills, creating mini beasts using glue and various media. Children are able to develop their independence as they easily access all the equipment within

the playroom. Younger children handle books with care and attention, loving the Gruffalo story. The children enjoy this and the puppets so much they move onto the mini beast topic to continue the link with animals. Children are active learners as they work together cooking food and playing with the kitchen equipment. All children display extremely high levels of confidence and self-esteem. They work exceptionally well independently and with their peers showing excellent negotiation and cooperation skills. This is demonstrated in their changing the equipment around and making the chairs into a bus. Children show a very good awareness of themselves in relation to their place in society and are well equipped with skills they use to extend their learning. They particularly enjoy being active and physical and want to show the inspector their exercise routine. The children and childminder were all involved in copying the exercises on the TV, singing the songs and marching like the Grand Old Duke of York.

Children show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves safe with very little input from the childminder. The risk of the spread of infection is significantly reduced as children follow well-practised and ingrained routines for hand washing and toileting. They are able to access the basin and use individual towels for drying their hands.

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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