

Inspection report for early years provision

Unique reference number	252348
Inspection date	03/03/2011
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.

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 1989. She lives with her husband and two adult children in Nuthall, Nottinghamshire. 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 both parts of the compulsory Childcare Register to care for a maximum of six children at any one time. The childminder is currently caring for four children in the early years age group, three of whom attend part time and two children in the older years age group. The childminder also cares for children over eight years of age.

The childminder walks to local schools to take and collect children 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.

Children make exceptional progress in their learning and development through the childminder's resourceful implementation of the Early Years Foundation Stage. Children's welfare is successfully maintained through purposeful partnerships with parents. Consequently they receive meticulous care in line with their individual needs. The childminder continually strives for improvement through further training opportunities. A systematic approach to self-evaluation works extremely well in practice to identify areas for improvement which enhance the exceedingly high standards within 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 links with other providers within the Early Years Foundation Stage with reference to children in the early years age group attending school.

The effectiveness of leadership and management of the early years provision

The childminder's extensive understanding of safeguarding issues ensures children's safety is given paramount priority. Her systematic attendance at training events means she is extremely knowledgeable in the steps to take should she have any concerns regarding children's safety. Adults within the home are suitably checked. Clear and comprehensive risk assessments are routinely carried out and

consequently children are cared for in a highly secure and safe environment where any risk to their health, safety and welfare is greatly reduced. Outings are used to great effect to help children gain awareness of road safety and the procedures to follow should they become separated from the childminder. Children know and practise emergency evacuation drills which are meticulously carried out and accurately recorded to establish when they have taken place and precisely identify any issues and resolutions.

Children have helped to establish age-appropriate rules and subsequently have developed conscientious attitudes to the needs of others and an acute awareness of how this impacts on their own safety. The childminder uses consistent methods to manage behaviour and a sensitive use of praise to encourage positive outcomes.

Exceptionally detailed policies and procedures work highly effectively to inform parents and identify children's specific needs. Detailed information successfully identifies individual starting points in their learning and development and parents are significantly included to support progress towards their next steps.

Outcomes for children are significantly attributed to well considered steps taken by the childminder to ensure resources and the environment are fully sustainable. Activities to highlight issues of recycling are used effectively as older children research and collate information in a large scrap book to use as a future guide and reference. An exciting range of toys, equipment and resources, and innovative activities motivate and inspire children's imagination and their ability to confidently steer their own play.

The childminder is immensely committed to her own personal development through attendance at training courses and continuous monitoring and evaluation processes. Children are cared for in an inclusive environment with positive images and attitudes towards difference and diversity and consequently develop sensitive awareness through active play situations.

Parents receive exceptionally detailed information about the setting. They, along with children play an active role in striving for improvement and complete regular questionnaires to ensure their thoughts and ideas are included in future developments. The childminder has robust links with the local pre-school but has yet to firmly establish this with schools for children who have recently moved on in their education. Procedures are firmly established to liaise with other professionals should this become necessary for individual children.

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

Children make outstanding progress towards the early learning goals in a rich and vibrant environment which stimulates their imagination and creativity. The extremely well-presented play room, with interesting pictures, posters and information to promote active learning, provides exciting opportunities as children

select from a vast array of toys and resources. They play a dynamic role in their learning and wherever possible, offer their own ideas and respond to challenges with great enthusiasm. Older children decide on themes using books and the computer as reference guides to create large scrap books about materials and textiles, recycling, animals and pets. All children contribute developing skills in cutting, sticking, painting and colouring to produce a highly creative end product. Children have their own photograph albums and delight in recalling their involvement in past events.

The childminder knows the children very well and organises her day with precision to help babies and very young children to gain an exceptionally strong sense of security. All children are highly valued 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.

Babies show high levels of curiosity as they explore with hand activated toys and age-appropriate books. Children select resources and complete intricate patterns using mosaic pieces to copy onto boards. A child identified a diamond shape and looked to identify this on the shape poster. This shape was not included but the child linked the point to that on the triangle saying 'it's a bit like that isn't it?'. Putting these shapes away the child successfully completed a wooden letter puzzle and, through skilled interaction and open questions from the childminder, correctly identified the letters found in their own name proudly reciting these while pointing to each one in turn.

Children show an exceptional understanding of healthy living and personal hygiene routines. They know to wash their hands to minimise the risk of cross-infection and parental provision for babies ensures they are not at risk from unfamiliar products. Balanced and nutritious meals help children to develop healthy eating habits. Home cooked meals including fresh meat and vegetables are enjoyed at lunch time and hot snacks and sandwich meals satisfy children after school and younger children remaining until early evening. Meticulous arrangements are established for children with specific dietary requirements and consequently greatly reduce the risk to children's health. Water and diluted fruit juice are readily accessible for children to address their thirst needs.

Regular outdoor play is experienced in the garden, where an extensive range of wheeled toys and equipment supports physical development. Children experience exciting visits to local recreational areas to experience open spaces and use the climbing equipment and various places of interest planned jointly during school holiday periods.

The childminder's positive attitude towards difference and inclusion 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.

Detailed observation and development records comprehensively record children's development. An annual summary compiled from written observations clearly denotes their progress. Photographs confirm their involvement as their

achievements are recognised and valued to produce a detailed compilation of their time with the childminder.

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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