

Inspection report for early years provision

Unique reference number	300526
Inspection date	08/10/2009
Inspector	Geneen Yvonne Hulse-Brown
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 has been registered since 1994. She lives with her family in a semi-detached property in Sheffield. Local schools, shops and parks are within walking distance.

Children have access to all ground floor rooms including the kitchen, playroom and lounge, with upstairs access to bathroom and two bedrooms. There is a fully enclosed area to the rear of the property for outdoor play. Premises are accessible via a small step to the front door.

The childminder is registered for the care of six children under the age of eight years and is presently caring for four children in the early years age group. The childminder offers care to children up to 14 years of age. She is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. She meets regularly with local childminders as coordinator of the local support group and is a member of the National Childminding Association. The childminder holds a National Vocational Qualification level 3 (NVQ3) in childminding practice. She has built good links with other providers of early education and childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely motivated to undertake a wealth of exciting experiences in an inspiring and stimulating environment. They enjoy challenging activities tailored to their individual needs and abilities, as they achieve new skills to meet their full potential. The childminder continually reflects on her practice, recognising her strengths and areas for growth as she has devised an effective process to evaluate and assess her provision. The childminder is extremely knowledgeable of all children in her care, planning activities and introducing experiences that continue to challenge them. Excellent partnerships with parents, carers and other providers effectively support children's ongoing development.

What steps need to be taken to improve provision further?

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

- continue to extend opportunities for parents to share in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder's excellent knowledge and understanding of safeguarding issues effectively contribute to ensuring children's safety is paramount. Meticulous risk assessments are completed and effectively implemented to provide a safe and

secure environment for children. Comprehensive written policies and procedures, consistently shared with parents effectively support working practice. The childminder carries out systematic reviews and updates policies regularly to ensure they continue to reflect current guidance. A major strength of the setting is the childminder's evaluative approach to self-assessment, she reflects on existing practice, reports on improvements made and identifies future aims. The childminder has attained her NVQ3 and has a high commitment to ongoing development. She attends all training opportunities available, which effectively contributes to consolidating her already good knowledge and understanding. The childminder is proactive in seeking the views of children, parents, carers and other professionals as part of her ongoing reflection. She is continually on the lookout for new and imaginative ways to extend and enhance her existing service. Her excellent knowledge and understanding of the Early Years Foundation Stage framework (EYFS) enables her to complete extensive observations for all minded children. Meticulously completed observations and assessments, inform comprehensive activity plans that clearly identify the next steps in the learning process and individual learning objectives.

First-rate resources are high quality and readily available to all children throughout the home. Child-friendly surroundings and extremely well presented activities provide children with numerous opportunities to plan their own learning, be proactive in making decisions and extend their independence. The well-organised environment creatively planned and imaginatively prepared for children prior to them arriving at the setting ensure they immerse themselves in a broad variety of enjoyable activities. Indoor and outdoor equipment is safe and secure as children make their own simple risk assessments. A wealth of high quality resources effectively promotes children's awareness of diversity supporting them to recognise differences. The childminder uses her extensive knowledge of individual children and their backgrounds to raise their awareness and learn respect for each other. Children relish opportunities to share home events and experiences as they are totally at home in their surroundings. They sit together looking at photographs recalling outings, activities and experiences with enthusiasm.

Parents and carers receive a wealth of high quality information regarding the childminder's service. Policies and procedures are freely available on file and the childminder ensures that parents keep updated and are fully aware as to any changes she makes to documentation. Parents and carers receive extensive information regarding the provision includes day-to-day routines, planning and ongoing progress reports. The childminder completes the National Childminding Association (NCMA) daily journals for younger children in her care as an effective aid to two-way communication. Parents enjoy daily opportunities to share children's progress and achievements, as they have established consistent and focused systems. The childminder has started to implement ways for parents to add to children's records and take an active part in the learning process, however, these structures are still in their infancy. Children's records are comprehensive and innovative. They include examples of children's work, observations and photographs of them engrossed in a broad range of stimulating activities and experiences. Ongoing reviews of processes ensure that the childminder continues to meet the changing needs of families and growth of the service offered. The childminder is the coordinator of her local childminder network and she has

established strong links with the local pre-school the children attend. She continues to develop links with other providers to continue to offer a consistent approach to the care and development of individual child.

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

The childminder has an excellent understanding of EYFS and uses her knowledge effectively to promote children's care, learning and all round development. Outstanding organisation of the environment effectively contributes to extending children's independence and making active choices. They explore their surroundings both indoors and outdoors with increasing enthusiasm. Children are excited and curious as they undertake extensive challenging and inspiring activities. They are highly motivated as they laugh and holds conversations with their childminder. Children thrive in a child-centred environment, as they build on suggestions, following creatively planned routines that meet their individual needs. They confidently choose activities and select new resources from easily accessible and clearly labelled boxes and shelves. The childminder facilitates children to be active and independent learners, due to the excellent support and extensive play materials she uses innovatively to extend and consolidate their learning. Children are extremely confident, demonstrating high levels of self-esteem as they play cooperatively and interact well with their childminder. The childminder plans activities tailored to children's individual needs, ages and abilities. Successfully planned activities ensure that all children are included as they enjoy space to work at their own pace, think, reason and make rapid progress given their starting points. Children's observations and records are comprehensive, include information from parents regarding their progress and clearly identify the next steps. Creative organisation of the environment and thorough planning ensures that all children enthusiastically undertake and enjoy numerous experiences commensurate with their ages and abilities.

Children establish warm and caring relationships with their childminder and others, resulting in them learning very good behaviours. They demonstrate high levels of concentration as they skilfully design and complete collages with leaves and twigs collected on outings. The childminder is extremely skilful at building and extending activities to maintain the children's interest and create fresh learning opportunities. Children enthusiastically explore simple and more complex technology, as they use programmable toys and equipment with increasing expertise. Excellent interaction coupled with consistent praise and encouragement consolidates children's knowledge and widens their understanding. Children listen intently to familiar stories, such as one about elephants where they talk about colours. They recall going on an aeroplane for their holidays and flying at night when it is dark. Children hold structured conversations with their childminder and point out to visitors that they have not seen them before. They excitedly look at photographs as they recall outings to places of interest and events they have enjoyed. Children are very animated as they talk about a visit to the garage and remember what they have seen. They chatter about baking buns, making pancakes and seeing animals at the park.

Children show a good understanding of safe practice as part of daily routines, learning to cross the road safely on outings. They confidently negotiate around obstacles both indoors and outdoors. Children clearly understand emergency evacuation procedures as they practise them regularly. Laminated checklists provide children with pictorial images to follow as they lists to complete their own risk assessments. Children are developing an excellent understanding of their own capabilities; they sit carefully at the table and ensure small pieces are out of reach when they tidy away. Their health and well-being is actively promoted through daily exercise, walks to school and outdoor time. Children's physical development and understanding of the world around them flourishes, as they are extremely motivated to investigate both indoors and outside. They show curiosity on the natural world as they increase their knowledge on outings to see the Koi carp, visit the Butterfly farm and collect mini beasts in the garden. Children marvel as they look at photographs and pick themselves and their friends out, asking if they still visit the childminder's house.

Children enjoy healthy, balanced and nutritious meals and snacks provided by their childminder. They have great fun baking, growing vegetables and planting seeds. Good hygiene practice is highly regarded in supporting children to develop good habits, as they use antibacterial gels to wash away the germs. Children learn to tidy away activities when they have completed tasks and show excellent personal skills. They share, take turns and cooperate, as they learn respect and good manners. Children's natural creativity is successfully promoted as they mould play dough into 'snails', use cutters with increasing dexterity and paint water onto 'magic' pictures. They are inquisitive as they explore number and maths language as part of everyday experiences. They competently use early problem solving skills as they fit small bricks together to make models, weigh and measure ingredients as they bake 'crispie buns' and ice biscuits. Excellent photographic evidence effectively supports children's progress and achievements. Children see themselves in photographs in albums and on their records excitedly recalling what they are doing and who they are playing with.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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