

Inspection report for early years provision

Unique reference number	306771
Inspection date	14/02/2011
Inspector	Sarah Rhodes
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 was registered in 1999. She lives with her husband and children aged three and 12 years in Telford, Shropshire. The whole of the childminder's home is used for childminding, except for the first floor study. They have a cat as a pet.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of whom may be in the early years age range. An exception to this is allowed for children named on a variation request in August 2010, where she may care for three children in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years. The childminder supports children who have English as an additional language. She is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly. She is a member of an approved childminding network and can receive early education funding for three and four-year-olds. She has undertaken training in children's care, learning and development to National Vocational Qualification Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an inspirational service to the children and parents. She goes above and beyond what is required with her commitment to providing the very best. She is highly organised and has produced a superb range of clear documents which support her work and enhance the childcare and education for all the children in her care. She sees each child as an individual and tailors her care to meet the children's needs and help them to be fully included. She constantly uses the Early Years Foundation Stage to underpin her provision and to ensure the children cover all aspects of the six areas of learning and are making good progress in their learning and development. Systems for evaluating the provision's strengths and weaknesses and auditing individual aspects are wide ranging and she has undertaken an extraordinary amount of highly relevant training.

What steps need to be taken to improve provision further?

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

- extending their knowledge of the Data Protection Act 1998 and the Freedom of Information Act 2000 with regard to the use of computer-based record keeping.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The childminder has made exceptional efforts to ensure that she has a clear knowledge of child protection procedures and practice. She has attended a range of child protection training and worked with a local support charity and social workers to gain experience of working with vulnerable families. The childminder has a comprehensive commitment to managing any risks children may come into contact with. She undertakes risk assessments and maintains a safe and secure building by conducting daily checks and keeping a record of visitors. The proactive way she manages risks is demonstrated by, for example, the fact that she has researched the type of car she uses to ensure it meets the highest safety standards and, if a breakdown occurs, she has ensured the breakdown service will provide priority assistance to her and the children.

There has been a transformation in the childminder's provision since the last inspection. She has put tremendous drive into developing her service through expanding her knowledge and ability, as well as making major changes to the environment. Self-evaluation has been taken extremely seriously and is seen as a pivotal tool to identify areas of development and to chronicle past improvements. The childminder embraces the input from a multitude of agencies auditing her provision, for example, checking her activity planning and observations or her kitchen and food provision. She has completed an immense amount of training since the last inspection, gaining a National Vocational Qualification Level 3 in Child Development and National Vocational Qualification Level 2 in Counselling Skills. This is in addition to the required first aid training and useful short courses, such as, Food Hygiene Level 2. All this ensures the childminder can provide a superior service to children and parents.

The childminder places a strong emphasis on working in partnership with parents. She completes a daily diary for younger children which updates parents on their child's day and activities undertaken, as well as speaking to parents each time a child attends. She has developed innovative new systems to share photographs with parents during the day and fully involves them in decisions about changes to the setting. The childminder has a comprehensive range of policies which parents sign to acknowledge they have read. This ensures that parents are clear about how the childminder operates right from the beginning of the placement and they can refer back to these policies whenever they need clarification. Parents also see and contribute to their child's learning journey files at the start of the placement and on a regular ongoing basis, which helps their awareness of their child's progress towards the early learning goals. The childminder is aware of the need to liaise with other providers and childcare professionals to enhance provision for individual children where this becomes necessary. The childminder understands the needs of the individual children she cares for and has organised her play space to allow children to access a vast range of appropriate high quality equipment within a dedicated playroom, comfortable lounge and exciting outdoor space. This ensures that no child is disadvantaged and all children have their needs met effectively.

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

The provision for children's learning, development and welfare is highly effective. The children benefit from the care of a childminder who has embraced the Early Years Foundation Stage to provide a professional service to children and parents. She sees herself as a facilitator in the children's learning and has devised a superb set of documents based on the Early Years Foundation Stage to monitor and evaluate children's progress. The learning journey files provide her with a robust system to record children's progress and set age-appropriate next steps in their learning. Individual plans are produced for each child to help the childminder drive children's progress towards the early learning goals. This has led to her building a very solid, detailed understanding of each of the children in her care and their needs.

The children are confident, happy and have active, enquiring minds. The constant dynamic interaction between the childminder and the children provides a vibrant and stimulating environment where children thrive. Children experience practical activities that support their learning and flow from their interests. For example, a child's interest in birds was expanded by a visit to see birds of prey at a castle. This generated interest in castles which led to follow-up work related to birds and castles, for example, counting bricks on castle towers and making bird feeders with lard and seeds, sharing fairytale stories and role play. Numeracy skills are cleverly encouraged through cooking and other routines and games. Even the youngest children can select their own activities from the accessible range of equipment both indoors and outdoors, and their ideas for activities are actively sought. A constant stream of conversation means that the children have a rich verbal environment to support the acquisition of speech. The childminder is very confident in her ability to successfully support children to develop their use of alliteration and phonics. The children are encouraged to value books and have easy access to a wide range. The garden has had major investment to ensure it can support learning in all early learning areas. Children can investigate nature and materials by, for example, being involved in growing plants and playing with sand, water, pine cones and leaves.

The childminder is committed to helping children to become accomplished in understanding how to keep themselves safe. For example, children are supported to undertake simple risk assessments about local trips which helps them to develop the skills required to make balanced decisions as they get older. The childminder is passionate about providing healthy foods and makes her own bread. She encourages children to enjoy a range of fresh vegetables and fruit through discussion and by involving them in choosing what will be purchased for the week's snacks. Clear procedures about both personal hygiene and hygiene of the home allow children to enjoy a clean and healthy environment. The childminder manages the children's behaviour in a very positive way, praising them, using distraction and keeping them well occupied. Equality and diversity are successfully supported with a wide range of positive images and active development of positive attitudes in both children and parents. Physical changes have been made to the environment to support access by people with limited mobility. Children are making very good

progress in developing skills for the future and for the move to school when the time comes.

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	2
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	2
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
--	-----