

Inspection report for early years provision

Unique reference number	317150
Inspection date	09/05/2011
Inspector	Sandra Williams
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 1999 and is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged 14 and 11 years in Stainton near Kendal. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. The childminder lives close to local schools, shops and parks. The family has a pet rabbit.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than three may be in the early years age range. There are currently four children on roll in the Early Years Foundation Stage. The childminder also offers care to four children aged over five years. She supports children with special educational needs and/or disabilities and children with English as an additional language. The childminder holds a National Vocational Qualification Level 3 in Children's Care, Learning and Development. She works as a childminder from Mondays to Thursdays and works as a volunteer at the local primary school on Fridays.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This highly enthusiastic and professional childminder respects and caters for all children's unique and individual needs exceptionally well. She makes sure that she successfully promotes children's safety, welfare and learning to an excellent standard. Partnerships with parents, other agencies and other providers of the Early Years Foundation Stage are highly effective in successfully promoting children's welfare and learning. This means that children are making excellent progress towards the early learning goals, given their age, ability and starting points. The childminder has a driving ambition and commitment to excellence and is constantly self-evaluating her practice to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- improving the already high levels of security by verifying the identity of visitors when they first arrive at the setting.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded due to the excellent safeguarding policies and procedures in place. This experienced childminder has completed training and has a very good knowledge of the indicators of abuse and the procedures to follow

should she have any concerns about the children. Detailed risk assessments are undertaken to ensure that the premises are extremely safe and free of hazards. The childminder has robust security systems in place, which keep children safe and secure. A record of visitors is kept, however, the identity of visitors is not consistently checked when they initially arrive at the setting. Emergency evacuation drills take place to ensure that all children are fully aware of the procedures to follow in the event of an emergency.

The childminder is totally committed to providing an excellent childcare service. The recommendations from the previous inspection have been thoroughly addressed. This has further enhanced the childminder's skills with regard to caring for children with disabilities and additional needs. The self-evaluation process is well established and effectively takes into account the views of parents and children, both verbally and through questionnaires. The childminder makes exceptionally good use of resources, including training opportunities, to meet the needs of the children. The deployment of resources is excellent. Children thoroughly enjoy playing with a fantastic range of exciting, stimulating and imaginative resources, both inside and outside. All of the resources are easily accessible to the children so that they can freely make choices throughout the day.

Equality and diversity is completely promoted and embraced by the childminder. She makes sure that all children are well integrated and the development of all children in relation to their starting points is excellent. The childminder is very skilled in adapting activities to meet children's individual needs and interests, regardless of their ages and abilities. This means that children of all ages may join in with, and enjoy, activities at their own level and stage of development. The childminder has a vast amount of experience of caring for children with additional needs and she is extremely skilled in identifying any special needs at an early stage.

Partnership working is a key strength of the childminder who has excellent relationships with parents and carers. They are very well informed about all aspects of their children's achievements, well-being and development. Parents complete questionnaires and the comments are extremely favourable about the excellent care provided to their children by the childminder 'who always goes the extra mile'. Partnerships with other professionals are well developed and are highly effective in supporting children and their families. The childminder works as a volunteer at the local school one day each week. This enhances the strong links with the staff at the school who work closely with the childminder and parents to provide consistency in the care provided.

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

Children thrive in this homely, stimulating and exciting environment. The attractive displays of children's photographs help them to feel relaxed and included. This learning environment is innovatively resourced and effectively meets the needs of all of the children who attend. All children have excellent opportunities to adopt healthy lifestyles and enjoy the fresh air as they access the fantastic outdoor play

area. There is a real emphasis on outdoor play and the covered area provides them with opportunities to explore and learn in the fresh air whatever the weather. The children have many opportunities to learn about sustainability as they grow their own fruit and vegetables in the greenhouse. They also enjoy picking apples, pears and cherries from the trees in the garden and use them to make pies and crumbles. They show an excellent understanding of healthy eating as they taste a wonderful range of different fruits at snack time, including dragon fruit. The children have terrific opportunities to develop their physical skills as they play with the vast range of outdoor play equipment. They also benefit greatly from the regular outings in the wonderful surrounding countryside. At Easter, they enjoy going on egg hunts and taking part in egg rolling competitions in the nearby field. The children also develop their balance and coordination as they dance to music and balance on one leg. Children have a very good understanding of the importance of following good personal hygiene routines and they have their own towels to dry their hands on.

All children feel safe and happy as they enjoy close attachments and excellent relationships with the childminder. They display extremely high levels of confidence and self-esteem as they make choices and play exceptionally well, independently and with their peers. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children learn about road safety when out and about with the childminder, who places great emphasis upon their safety. Their learning about road safety is reinforced by looking at books and playing 'Stop' and 'Go' games using signs made by the children. Children understand about the need for safety belts when travelling in vehicles. They even strap their dolls into the prams before pushing them around the garden. The children are very well mannered and share the toys and take turns. They make a positive contribution to the local community as they are encouraged by the childminder to take part in fundraising events, such as, making cakes to sell at local events.

Children are making excellent progress in their learning and development due to the wonderful and imaginative range of activities that is planned to meet their individual needs and interests. The childminder takes great care to ensure she knows each child extremely well. Regular observations and assessments provide the childminder with information used very effectively to plan for children's next steps in their learning. The children develop their mark making skills by using a range of different items both inside and outside. They particularly enjoy making marks with chalks. For example, they draw roundabouts and zebra crossings to ride around and at the same time learn about road safety. They lie on the ground and draw around each other and they compare the difference in the sizes of their outlines and the childminder's outline. They also enjoy looking at a wide range of age-appropriate books, some of which are chosen from the mobile library. The children learn to count and recognise numerals that are imaginatively displayed in the environment. For example, children play a game with balls that are numbered. The game is adapted to be more challenging for the more able children, who are encouraged to count the balls and add up the numbers, thus developing their problem solving skills. Children develop very good skills in information and communication technology due to the resources available to them, such as, a laptop, digital camera and various programmable toys. The children's creativity is

encouraged in many different ways as they enjoy role play, dressing up and craft activities. In the winter they create an igloo in the garden and they find stalactites whilst on a walk by the canal. There are many opportunities to learn about nature in this wonderful rural setting. Overall, children benefit greatly from attending this inspiring setting.

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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