

Inspection report for early years provision

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Inspection date	29/06/2010
Inspector	Lynn Dent
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 was registered in 2001. She lives with her husband and two teenage children in the Wollaton Park area of Nottingham. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time. She is currently minding 10 children, of whom three are in the early years age range and three are over the age of eight years.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group, takes children to the library and to the parks. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is forward thinking and shows a commitment and desire to make continuous improvement that will benefit the children. She has achieved a quality assurance award and uses this alongside other methods to successfully evaluate her provision. Overall children's developmental records are useful, enabling the childminder to successfully plan the learning priorities for each child. Children are extremely well-supported resulting in excellent progress in their learning and development. The childminder is highly skilled in interacting with the children at their developmental level and providing equal opportunities for all children to engage in the activities provided. Excellent systems are in place for working in partnership with parents and other settings that children attend ensuring that consistency is promoted.

What steps need to be taken to improve provision further?

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

- building on the arrangements already in place, to fully determine children's starting points in all areas of learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively maintained because the childminder has an excellent understanding of the indicators of abuse and how to record and report such concerns to the Local Safeguarding Children Board. All adults living in the home have undergone the relevant vetting procedures to establish their suitability

to be with children. Systematic risk assessments are very regularly completed, ensuring that the premises and resources are safe for children to use. Before visiting new and different venues the childminder undertakes additional risk assessments and also visibly check the premises on arrival.

The childminder works very closely with parents to ensure that she has all the necessary information to meet the welfare needs of each child by collecting clear information about the children's routines. However, the childminder needs time to fully embed the systems in place regarding collecting information about children's starting points across all the areas of learning at induction and to fully reflect this information in their records of progress. Letters from parents show that they value the childminder very highly and feel completely involved in their children's learning and development. This is because parents are very positively encouraged to review children's developmental records and to share information about activities they are involved in at home. The childminder has an exceptionally clear knowledge and understanding of the importance of working with other early years providers. Consequently, excellent systems are in place to enable all parties to work together for the benefit of the children. As a result consistency is very effectively promoted.

The childminder provides an extremely caring environment and radiates a passion to provide the best possible care for children. She is committed, enthusiastic and innovative in creating a positive and enabling play and learning environment. Successful planning and careful observation and assessment of children's learning and development results in very positive outcomes for all children. Consequently, they are engaged and making excellent progress in their individual learning and development. An extensive range of detailed policies and procedures are very clearly explained and successfully implemented to effectively underpin and promote children's welfare. These include managing sleep for babies and also ongoing health concerns such as Asthma. Further policies and procedures are specifically written to help children understand events in their personal lives, such as, experiencing loss or changes in their lives. Consequently, this shows that the childminder actively devotes time and energy to providing holistically for the children in her care.

The childminder's very careful monitoring of her provision means that she has an exceptional understanding of her service. The childminder effectively enables children to take part in helping her self-evaluate the provision by providing a questionnaire and encouraging those who prefer to make and draw pictures to express their favourite toys and activities. A separate questionnaire and discussions are also used with parents, allowing all involved to voice their opinions. The childminder successfully completed a quality assurance programme which enables her to fully identify areas for improvement. Recently the childminder has spent time reviewing and updating her original self-evaluation, showing a commitment to improvement. Since the last inspection the childminder has been very pro-active in extending her professional development by completing training, thus, further improving her knowledge and understanding of food safety, safeguarding, behaviour management and inclusion and diversity.

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

All children have fun, thrive and make excellent progress because the childminder is very aware of their individual stage of learning. Children have an extremely high understanding of how to keep themselves and others safe. For example, older children hammer nails and pieces of wood onto cork boards on the table while younger children are putting together a train track on the floor. The childminder is innovative in using everyday resources with the children. They have recently melted tablets of soap and used this to make figures adding other materials to make a face. Children make active choices about what they would like to do and are positively encouraged to independently develop their chosen activity. Consequently, they are very confident to do so. A play dough activity shows this because younger children spend time manipulating the material and then using cutters to make animal shapes which they move around the table making the appropriate noise; older children make patterns on the play dough and use a range of tools to make binoculars and explain what these are for.

The childminder is very aware of the different areas of learning and promotes these extremely effectively through activities and play. While setting up a game, the childminder asks them to count marbles and explain how to fix the pieces together. Older children using their language skills to think critically and very clearly explain what they are doing and use their initiative and time checking that the marbles can roll down each piece. The younger children accurately count how many marbles they have. Children are very confident and play harmoniously with their friends and show excellent social skills because the childminder places importance on sharing and caring for each other. Younger children attend local toddler groups where they learn to interact with others. Children learn to be responsible and well-mannered due to the childminder's careful and considerate role-modelling. Consequently, all children show they are very polite routinely using please and thank you; and when needing support from the childminder use phrases such as 'please will you take the lid off'. Children develop an exceptionally high understanding of the wider world in which they live because the childminder very effectively relates their experiences to their home life. For example, they visit the local places of interest and the park to feed the ducks with the childminder. Children excitedly explain that they have been caring for the ducklings from school, stating there are seven in total and how many hatched and that one of them pecked their older sibling. Children clearly love books and know simple stories very well. For example, younger children sing the story of 'Puff, the magic dragon' with the childminder.

The premises are extremely well-organised allowing children to develop their independence as they flow between the different areas of the home and to access toys at will. Children have direct access to the outdoor play areas which is well resourced and very effectively used to enhance their learning in a different environment. The childminder has an excellent understanding of the systems to support children with special educational needs promoting inclusive provision. The effective organisation of the day results in children who are self-motivated and very confident to test out their skills thorough challenging and purposeful activities.

All the required records and written consents from parents are in place. Personal information is stored secured meaning that confidentiality is maintained at all times.

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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