

Inspection report for early years provision

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Inspection date	01/02/2011
Inspector	Patricia Webb
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 2003. She lives with her husband and two children aged eight and four-years-old in Orton Wistow, Peterborough. The whole of the ground floor is used for childminding purposes including toilet facilities. Occasional use is made of a first floor bedroom for siting a travel cot. There is a fully enclosed rear garden for outdoor play. The family has fish in a tank and a dog.

The childminder is registered to care for a maximum of four children under eight years, of whom two may be in the early years age group at any one time. There are currently six children on roll, four of whom are in the early years age range. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities.

The childminder holds a relevant professional qualification in early years childcare and education and is working towards a quality assurance award through the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit immensely from the care and attention offered by this highly skilled childminder. She is wholly committed to providing exciting and very varied experiences for every child in her care to develop essential skills for life. As a consummate professional, she is proactive in accessing regulatory training and extending her skills and knowledge, thereby enhancing the provision for children and their families. She is a highly reflective practitioner, building on her key strengths and identifying further areas for improvement and extension. This demonstrates an outstanding capacity for continuous improvement.

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 inclusive practice further by utilising some of the non-verbal communication systems more broadly in everyday practice.

The effectiveness of leadership and management of the early years provision

Children enjoy an exemplary quality of care and early education in this setting, supported by exceptionally well-organised policies, procedures and records. The childminder regularly attends relevant training courses to extend her knowledge,

enabling her to offer a high quality provision. She is acutely aware of the diverse needs of children and provides very conscientious support for each child and their family, a key strength in her practice. This is reflected in the very positive comments made by parents through testimonials and questionnaires which are used by the childminder to promote improvement. Comments refer to them being 'very happy with (child's) care; we could not ask for more'. Additional comments include 'I am confident my children are safe and happy' and '(childminder) is a great communicator and had no problem gaining (child's) confidence and encouraging good behaviour, kindness and compassion to others'. Such extremely effective links with parents and carers, together with other professionals involved in the care and education of the children enables the childminder to tailor activities to the individual children in her care. Regular discussion with parents keep them very well informed of their child's progress and they work closely with the childminder in addressing next steps for learning. Extremely well-documented observations, assessments and summaries of children's development are maintained and are very closely linked to the Early Years Foundation Stage principles. Such records are highly effective in enabling children's transition to full time school and other settings to be sensitive and consistent.

The safeguarding of children is a key priority for the childminder. All adults in the household have undergone the relevant detailed checks for suitability. Arrangements for the children's care in the event of an emergency are highly effective as the childminder uses another registered childminder who has met the children and their families. This reduces the risk of children's distress should the arrangement be required. The childminder demonstrates an extremely good understanding of the procedures regarding her responsibility in reporting any concerns regarding child protection issues and this is shared with parents. Children are further safeguarded through the diligence of the childminder in carrying out detailed risk assessments both on and off the premises. Potential hazards are identified and addressed in order to keep children safe and secure, with input from some of the children. For example, children discussed the issue of not going near dogs they did not know when out in the park. Their input is highly valued by the childminder who has now added this to the formal risk assessment record.

The childminder's enthusiasm and innate knowledge of child development ensures that children experience a range of activities and opportunities that challenge and extend children's education and welfare. This has a very positive impact as the children learn to work together and respect each other, effectively promoting very positive outcomes for all children. Local resources are fully exploited by the childminder as, for instance, children go on nature walks and visit the library. They gain awareness of the diversity of their world, celebrating various festivals and cultural events, such as, Thanksgiving and Chinese New Year. The childminder has amassed a vast range of good quality resources to promote such experiences. Children access such resources easily due to the effective presentation, as for example, a toddler transports the hedgehog around in the small toy wheelchair. She has used various strategies in the past to promote effective communication for children from families where English may be an additional language or where language development is emerging. However, these are not currently used on a regular basis to extend the broader concept of inclusive practice.

The childminder is a highly reflective practitioner who evaluates the impact her service has on enhancing children's lives positively. She uses comments from parents and the children to add to the evaluation process and has also engaged in various methods of noting children's activity. This not only includes the usual systems of observation and assessment but also looks at tracking children as they move around the premises. This enables the childminder to assess how children use their environment and adjust the layout to maximise their enjoyment.

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

Children receive outstanding support and interaction from the childminder who thoroughly enjoys the role she plays in their attainment. Embracing the Early Years Foundation Stage has been a natural progression for this highly skilled and passionate practitioner. The childminder expertly draws on the learning from child-led play through skilled questioning and explanation. For example, a toddler is making an imaginary cup of coffee and wonders where the spoon may be to match the cup. The childminder gives directions verbally and the child follows these to locate the item, delighting in the achievement as the fond spoon is triumphantly brought back to the role play. The education programme is extremely well-organised with planned activities tailored to the individual interests and abilities of each child. All aspects of the early learning goals are covered, ensuring children enjoy a broad, stimulating variety of activities designed to meet their individual developmental needs.

The indoor and outdoor environment is extremely well maintained to provide a safe and welcoming space for the children. They use the space effectively, wandering confidently from the playroom to the lounge and then accessing the conservatory for art and craft and messy play. They enjoy regular exercise in the well-equipped garden as they hang up the bird feeders they made during a visit to a nearby nature reserve and notice the various birds visiting. They learn about the wider world through joining in with activities at local groups. For example, the children were amazed at the size of the genuine Chinese drums as they beat out the rhythms on instruments almost as big as themselves. Children have also engaged in activities based on their imminent holidays as the childminder encouraged them to explore the various countries they were visiting and recognise the national flags. Such activities ensure that learning is purposeful and meaningful to the children.

Individual children are supported according to their needs, with adjustments made to ensure each child develops their independence and self-care skills appropriately. Their welfare is effectively promoted through clear procedures and guidelines used consistently. Children understand why hand washing is important in keeping healthy and even young toddlers are encouraged to use tissues when necessary, disposing of the soiled tissue as habit, familiar with the routine and expectation. Children enjoy balanced and nutritious meals and snacks. Their specific dietary needs are discussed in detail with parents and the childminder works closely where food intolerances or preferences are expressed. They effectively learn appropriate codes of conduct through the sensitive and timely guidance from the childminder.

She encourages kindness and sharing as children develop a sense of respect for themselves and others.

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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