

Inspection report for early years provision

Unique reference number	EY268892
Inspection date	14/10/2009
Inspector	Gill Thornton
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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2003. She lives with her husband and children aged six and nine years in a village near Wroxham in Norfolk, close to parks and local schools. The whole of the property, with the exception of the ground floor office is used for childminding. Two bedrooms upstairs are used for sleeping children. There is a fully enclosed garden for outdoor play. The childminder's husband regularly works with her as an assistant.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant she may care for six children in the early years age group. She is currently minding eight children in this age group all on a part-time basis. She also offers care to children aged over five years to 16 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and pre-schools. She is a member of an approved childminding network and has achieved the Children Come First quality assurance scheme. The family has a dog and two hamsters, and keeps chickens.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the stimulating and nurturing environment provided by the childminder and make substantial progress in their learning and development. Partnerships with parents are a key strength and contribute significantly to ensuring children receive high levels of individual support leading to effective continuity of care and learning. Children experience a wealth of stimulating activities in the indoor and outdoor environment and have many opportunities to explore their local neighbourhood. The childminder has high aspirations for quality through ongoing improvement and effectively evaluates her provision to prioritise areas for development to further improve her already high quality provision.

What steps need to be taken to improve provision further?

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

- expanding opportunities to regularly share development and learning records with practitioners from each setting attended by the children.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her legal duties and responsibilities in relation to child protection issues. Robust safeguarding policies and procedures are implemented consistently and shared with parents to ensure children's welfare. The childminder carries out comprehensive risk assessments on the indoor and outdoor environment, and before undertaking outings, to ensure children's safety at all times. Effective operational policies and procedures successfully underpin the childminder's practice. These are shared with parents to help them understand the care provided and establish secure working relationships. The childminder strives to provide a service that is inclusive for all children and their families. She has an excellent knowledge of each child's individual background and needs and ensures this is reflected in the resources and activities provided.

The exceptionally high quality care is a result of the childminder's enthusiasm and dedication to her role. A commitment to continuous professional development and effective engagement with the childminding network coordinator ensures her ability to maintain continuous improvement. Effective systems of self-evaluation, which are responsive to the views of users, ensure priorities for improvement are accurately targeted to improve outcomes for all children. Parents have many opportunities to share information and become involved in their children's learning through sharing daily dairies and scrap books detailing each child's individual learning journey and their progress towards the early learning goals. Parents are highly complimentary of the childminder. They praise the exceptional quality of care that outshines anything previously experienced and how the childminder actively uses information from them to build upon their children's interests to extend their learning. For example, developing a child's interest in churches through a visit to the harvest festival.

The childminder engages with other professionals to support and meet children's individual needs. She has established effective partnerships with other providers to share relevant information and promote progression and continuity of care. Although systems of regularly sharing children's records of progress with every provision attended by the children in her care have not been fully explored. The childminder effectively organises her provision to ensure children receive high levels of support and encouragement. Furniture, equipment and resources are of high quality and suitable for the ages of the children attending to support their learning and development. The environment is conducive to learning, safe and well organised, and provides children with excellent daily opportunities for outdoor play.

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

Children thrive and settle well in the welcoming and inclusive environment which reflects children's backgrounds and the wider community. They develop warm and

affectionate relationships with the childminder and her family. As a result children are very confident and have high levels of self-esteem. Teaching is rooted in the childminder's substantial knowledge of the learning and development requirements of the Early Years Foundation Stage and a full understanding of how children learn and make progress. The childminder values each child as a unique individual and provides them with well-planned play-based learning experiences firmly based upon observations of their interests and abilities which provide enjoyment and challenge. Consequently, all children make significant gains in their learning and have consistently high levels of achievement towards the early learning goals given their capabilities and starting points. The childminder provides an effective balance of adult-led and child-initiated activities around topics and children's interests. For example, extending a topic of holidays into a den building activity in the local woods.

Children play an active part in their learning, are eager to attend and immediately become engrossed in activities that stimulate and interest them. They are enthusiastic and display high levels of independence, curiosity and imagination. Children have excellent opportunities to engage in a wide range of physical play opportunities in the fresh air. As a result they gain a secure understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. The childminder makes excellent use of the outdoor environment. Children enjoy free flow from the kitchen to the large safe garden and benefit from further physical challenge and freedom to run about in safety on the adjacent playing field. They go for regular walks and outings into the local community and take part in nature activities to extend their understanding of their environment. Children enjoy meaningful opportunities to develop their understanding of the importance of a healthy diet and the childminder shows delight and enthusiasm when encouraging young children to expand their diet by trying new foods.

High quality adult interactions and exemplary organisation of routines help babies and young children gain an excellent sense of security. Children regularly practice emergency evacuations with the childminder so that they know what to do in the event of a fire. The childminder uses clear and consistent strategies to promote children's understanding of good behaviour. Children are learning to share and take turns with popular resources and the childminder demonstrates the use of strategies to help them learn to settle simple dispute for themselves. The childminder models active listening and shows respect for what children have to say, as a result children develop confidence and self-esteem and know their views are valued. Children delight in their own achievements as the childminder praises new skills they have learnt such as sitting on a 'big' chair. This is used as an opportunity to explain simple safety rules to them to promote their future independence.

Children are learning to take account of the needs and feelings of others during their everyday interactions and they engage in a wide range of activities and experiences which help them value the diversity of the wider world. They celebrate important events in each others lives and are learning to respect the cultures and beliefs of others. Children have access to an extensive range of books which are well displayed to promote their interest and enjoyment. Posters and labelling in the play room provide opportunities to promote their interest in print in the

environment. Children have meaningful opportunities to explore the use of information communication technology to support their learning, for example, children use the laptop to find pictures of things they have seen out on a walk.

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	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
--	-----