

Inspection report for early years provision

Unique reference number	EY280604
Inspection date	22/08/2011
Inspector	Janice Hughes
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. He lives with his wife and three children aged nine, 13 and 19 years in Borrowash, Derbyshire. Most of the childminder's house is used for childminding purposes and there is a fully enclosed garden available for outside play.

The childminder works with his wife, who is also a registered childminder. The childminder is registered for a maximum of five children at any one time, of whom three may be in the early years age range. When minding with his co-minder they may care for a maximum of 11 children, of whom six may be in the early years age range. Currently they are caring for 15 children between them, some of whom attend on a part-time basis. Both childminders have joint responsibility for the childminding practice. The childminder walks to local schools to take and collect children. He attends the local carer and toddler group and takes children to the park and local places of interest. The family has pet rabbits and guinea pigs. The childminder is a member of the National Childminding Association. He is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers children an extremely welcoming home environment in which they feel safe and secure. Children receive individual attention and the childminder recognises their unique abilities and stages of development. He works very closely with parents and offers challenges to the children. As a result, children make excellent progress in their learning and development. The children's health and well-being are of top priority to the childminder. The childminder has a proactive approach to making improvements and his processes of self-evaluation are effective in contributing to the service provided.

What steps need to be taken to improve provision further?

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

- develop the use of the new software to maintain the records, policies and procedures to ensure the efficient management of the setting continues and meets the needs of the children.

The effectiveness of leadership and management of the early years provision

Children are very settled and secure within the childminder's safe, child-orientated setting. The childminder demonstrates an excellent understanding of safeguarding

procedures and has undertaken recent safeguarding training to update his knowledge. The childminder has a written safeguarding policy and is fully aware of the procedures to follow in the event of a concern regarding abuse or neglect of a child in his care. The childminder demonstrates a very good understanding about how to support children to feel and keep safe. He is aware of their individual characters and needs and ensures that he responds to these. For example, he provides reassurance to children who are insecure around unfamiliar faces. The childminder encourages children's awareness of safety, for example, by reminding them to sit on a chair appropriately. A detailed risk assessment procedure is in place which the childminder reviews regularly to ensure that any hazards are kept to a minimum, which promotes children's ongoing safety. Risk assessments cover all aspects of the home and garden and include outings away from the home setting. The home setting is safe and secure, and highly effective systems are in place to ensure that children cannot leave the premises unsupervised. A written accident policy ensures that children are suitably cared for in the event of an emergency and parental consent is in place to seek medical advice or treatment. Evacuation plans are in place and regularly practised with children, which ensures that they are aware of the appropriate procedures to follow in an emergency.

The childminder demonstrates a very good awareness of equality and diversity. Resources are accessible for all children to experience and include a wide range of positive images of diversity and disability. The childminder demonstrates a very positive attitude towards inclusion and has systems in place to support children with special educational needs and/or disabilities. He liaises closely with parents and is happy to follow any specific advice or plans suggested by other professionals that enable children to progress to their full potential. The childminder demonstrates an excellent understanding of each child's unique needs and has full details of individual requirements recorded on child record forms following initial consultation with parents. However, at present, half of the documentation is on the computer and half is in files, meaning that sometimes the childminder has to think where to find the appropriate information. Consequently, effective use of documentation is hindered slightly.

The childminder demonstrates an excellent capacity for improvement. All previous recommendations have been met effectively, which shows the childminder's capacity for future improvement. The childminder uses self-evaluation very effectively to identify strengths and areas for further development within his provision. The childminder is planning to adapt his outside area to further enrich children's outdoor experiences. He has already erected a raised decking area, purchased a large storage shed and set up a sensory garden. This has had an excellent impact on the children's learning and development as they can investigate and explore the natural and outside world further.

The self-evaluation form clearly highlights how the childminder meets children's needs, ensures their safety and enables them to develop to their full potential. The childminder is continuously looking at ways of developing his setting further and attends courses to increase his knowledge within different aspects of childcare and health and safety. The childminder regularly reflects on his practice to ensure that outcomes for children are effectively met and where necessary he alters or makes additions to his systems. For example, since the introduction of the Early Years

Foundation Stage, the childminder has changed his observation systems to ensure they provide all the information required to identify progress and the next steps of development in each area of learning. This has improved since the introduction of the new software system.

The childminder demonstrates a very organised approach towards record keeping and all required documentation is in place and appropriately maintained. The childminder has comprehensive policies and procedures individual to his setting and these effectively underpin his practice.

Partnerships with parents are extremely strong as the childminder values their contributions and keeps them very well informed about all aspects of their child's development and achievements. Detailed information from parents is used effectively in planning to ensure learning opportunities are provided that meet children's individual needs. At the onset of a placement and during introductory visits, the childminder uses both discussion with parents and observations to help him assess a child's starting points. The childminder gives parents the opportunity to make comments about his service by providing them with questionnaires, in which he receives extremely positive feedback. He shares information with parents on a daily basis, both verbally and in children's daily diaries. Children's development folders are shared with parents and these include children's work, photographs and observations, which are linked to the Early Years Foundation Stage.

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

Children are happy and confident in the childminder's care. They relish the support and comfort they receive and actively seek out the childminder for help. The learning environment is well presented to help children make very good progress towards the early learning goals. There is a balance of child-initiated and adult-led activities which help children to be active learners. The childminder gets down to children's level to join in with their play and increases their language and vocabulary skills by describing pictures and reading stories. He continually talks to children about what they are doing and makes all experiences a learning opportunity. The childminder uses good questioning skills to help children think and demonstrate what they know.

Exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that fully meet the needs of all children. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning that is tailored to the needs and abilities of each child. Monitoring systems are in place to ensure that children continue to make maximum progress in each area of learning. Young children enjoy their learning as the childminder interacts most effectively. He continually responds to their early communications, talking about what they and he are doing. He supports and challenges them continuously by asking open-ended questions.

The children are active learners, interested in the variety of toys at their level and

concentrating for a long time on each activity. This is demonstrated as the children play with the zoo animals and sort them into categories. Their learning is skilfully supported by the use of a range of resources, such as a treasure basket for the babies to investigate and explore. From a young age, children are highly motivated to be creative and to think critically. They explore exciting materials, such as, paint, grinding spices, sand and rice, and take part in role play, such as the 'travel agents'.

Children gain an excellent understanding of how to lead a healthy lifestyle. Children adopt healthy habits, such as good hygiene practices, and talk about why it is important to take care of their bodies, for example, in hot, sunny weather. Children are active and gain a very good understanding of the benefits of physical activity. They are challenged daily on their walk to school and visit several parks to gain confidence on different play equipment. As soon as they are safely mobile, toddlers have free access to the garden with its wealth of resources, including wheeled toys, space to enhance their rolling and throwing skills, and an area for growing fruit and vegetables. Children make healthy choices about what they eat and drink, talking about their pictures of 'food that is good for us and food that is bad for us' and role playing in shops and cafes to further illustrate healthy choices to make.

Toddlers are very settled and quickly become absorbed in their play. Children feel safe with the childminder and gain an excellent understanding of issues relating to safety. They behave in ways that are safe for themselves and others, confidently moving around the house, negotiating stairs and following house rules, which are devised with children. They talk about how to keep safe when out and about. Children have outstanding opportunities to develop awareness of their responsibilities and play a part in the setting and wider community. They enjoy their learning immensely and show a strong desire to participate and make choices. The childminder is highly skilled and sensitive in his management of children and their behaviour. As a result, children behave very well, interacting and learning to respect, cooperate and share resources with each other. The childminder is an excellent role model and the children develop high levels of self-esteem through his constant praise, becoming kind, polite and considerate.

The childminder is highly successful in enabling children to develop skills that will support them in the future. Children develop excellent early language in order to communicate with the childminder and each other, and to solve problems as these arise in their play. They become absorbed in sharing books and stories and are encouraged to mark make as they send letters to each other. Children's awareness of numeracy and spatial learning is heightened as they are challenged by the childminder to notice details, such as shape and pattern. They become familiar with technology, for example, learning how to use the computer. From a young age, children are effectively enabled to work independently and to develop confident, self-care skills so they are ready to move on to the next stage in their learning.

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
--	---

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
--	-----