

Inspection report for early years provision

Unique reference number	EY281175
Inspection date	09/09/2011
Inspector	Hazel White
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2003. She lives with her partner and seven year old child in the Kettering area of Northamptonshire. The whole of the ground floor and an upstairs bedroom are used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently six children attending who are within the Early Years Foundation Stage, the majority of whom attend on a part-time basis. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a network childminder for Northamptonshire Childminding Association. She has a recognised early years qualification and has successfully completed a quality assurance scheme to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this child-centered environment. They make outstanding progress in their learning and development as they eagerly engage in an abundance of interesting play activities. The childminder gives extensive attention to their learning and development and effectively meets the needs of all children through recognising their uniqueness. She works exceptionally well with parents, other professionals and early years settings to ensure children get the support they need. There are substantial and effective systems in place to evaluate and influence practice which successfully improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- making information technology equipment more readily available.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded because the childminder has an excellent understanding of her role and responsibilities with regard to safeguarding children's welfare and attends training on a regular basis to ensure that her knowledge and understanding remains up-to-date. Comprehensive risk

assessments, daily safety checks and monitoring activities ensure that both the indoor and outdoor play areas are safe and risks to children are minimised. All adults in the household have had their suitability checked. The childminder dedicates time outside of her working hours to ensure that all records and documentation are organised to a very high standard.

The childminder has exceptionally good relationships with parents and other involved in the children's care and education. Parents are provided with extensive information about all aspects of care and learning. They receive their own copies of written policies and procedures. In addition, they contribute to their children's learning journey's which provide a wonderful account of the activities they take part in and summarise the outstanding progress they make in their development. The views of parents are highly valued. They comment on the childminder's professionalism, friendliness and the array of activities that their children take part in. The childminder works superbly with other settings and extremely closely with other professionals involved in children's care, including health workers. She introduced a home book for children attending the local nursery so that their learning is fully complemented when they are in her care and successfully follows speech and language programmes. Consequently, the continuity of children's care and learning is promoted very well.

The childminder is highly committed to her own self-development. She has a recognised early years qualification and regularly attends local training events to improve her practice. The childminder is part of a local network of providers. She has completed a local authority quality assurance to Level 3 and is passionate about making improvements that have a positive impact on the children. For example, she has replaced the book storage unit for a low level one so that children can make their own choices and to further ensure their safety provides them with high visibility tabards and caps when they go on trips. Following the previous inspection the arrangements for sleeping young children in pushchairs has been reviewed and they now, whenever possible, sleep in travel cots.

The childminders home is extremely welcoming and very well-organised so that children play and rest in comfort and safety. They access an abundance of toys and activities, both indoors and outside of the home. The childminder actively promotes equality of opportunity and children's individual needs are met to a high standard. All children and families are valued and the childminder is confident to openly discuss difference and diversity with the children.

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

Children are confident, eager to learn and thoroughly enjoy the childminder's interaction. They make outstanding progress in all areas of their learning because the childminder has an excellent understanding of the Early Years Foundation Stage. She is skilled at encouraging children to use their imaginations, develop their creativity and increase their knowledge and understanding of the world around them. For example, a topic about vehicles enables children to distinguish

between construction, farm and emergency vehicles. They use books to find out specific information, such as, how many wheels they have and which vehicles have sirens. They create pictures using stickers and discuss what other machinery they see on a farm, hospital sites or around road works.

Children become engrossed in their imaginary play. They pretend to be princes and princesses in their castles, dressing up in costumes and riding their horses. Children competently use play dough to make models. They carefully roll and squeeze the dough to make arms and legs and use tools to cut strands of hair. Stories and books are shared and children are involved in many conversations. They learn the basics of addition and subtraction as they sing counting rhymes. There are also lots of resources that fit together and come apart to encourage problem solving and an understanding of shape. For example, children help one another build a track on which to put their trains, twisting and turning pieces until they fit and measuring which size they need to complete the circuit. Children use resources that effectively support their awareness of information technology, although, these are not easily accessible.

Children have loving, caring relationships with the childminder and her family. They are familiar with the well established daily routine which provides ample opportunity for free play and more structured activities. Within this the childminder skilfully incorporates children's individual routines, such as, sleeping and meal times. Her well organised, calm approach helps to instil children with a sense of care and concern for others and they are keen to support and comfort each other. The childminder ensures that she provides clear and consistent boundaries, so that children develop a knowledge of acceptable behaviour. Children learn to share, take turns and consider the feelings of others. They are extremely well behaved, polite and well mannered.

Children have an extensive range of resources and are able to use the whole of the downstairs to play and take part in activities. They have their own coat pegs in the hall which display their photograph and name and have individual baskets in which they keep their personal possessions. This helps to develop a sense of belonging. Children's understanding of diversity and difference is enhanced as they see colourful posters and use toys and equipment that include positive images of race, culture, disability and gender. Each child is highly respected and valued as an individual whose needs, abilities and characteristics are celebrated.

Children develop an excellent awareness of a healthy lifestyle as they enthusiastically enjoy lots of outdoor activities and readily tuck in to wholesome and healthy home cooked meals and snacks each day. Colourful posters display healthy food on the wall so that children learn about healthy eating. Children have an outstanding understanding of how to stay safe. Their toys and equipment are carefully checked so that they can fetch them easily and move safely around the home. Children put on their high visibility tabards and caps before they go out walking and learn how to walk safely on the pavement.

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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