

Inspection report for early years provision

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Inspection date	03/03/2011
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 2004. She lives with her husband, daughter aged 15 years and two adult sons in Birstall in Leicestershire. Most of the ground floor and the first floor including the bathroom of the childminder's house are 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 under eight years at any one time. She is currently minding nine children, of whom two 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, toy library and to the park. The family has a pet dog. 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.

Children feel very secure because the childminder provides individualised care in a relaxed homely atmosphere. Extremely effective interaction with the children enables them to make excellent progress in their learning and development. The childminder is very thorough in her observations of the children and their learning journeys reflect their achievements and most information about their learning priorities. Excellent partnerships with parents ensure they are kept fully informed of their children's progress. The childminder has established very strong relationships with other settings and others when needing to promote consistency for all children. The childminder shows a commitment to make continuous improvement that will benefit the children in her care.

What steps need to be taken to improve provision further?

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

- using observations and assessments to more regularly identify children's learning priorities.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded because the childminder clearly understands their right to be protected from child abuse and neglect. She has an exceptionally high understanding of how to initiate proceedings inline with the

Local Safeguarding Children Board. Children's safety is maintained due to the systematic risk assessments of the home, garden and resources. Consequently, children play in a very safe environment. Further comprehensive risk assessments are completed for everyday outings and visits resulting in children's safety being effectively maintained during these times. The childminder ensures that she visually checks venues on arrival and also uses enclosed parks to further protect child's safety.

All children thrive because the childminder uses detailed information from parents and her sensitive observations to provide a personalised development and learning programme. Consequently, all children are engaged in purposeful activities and making excellent progress in their learning and development. However, the next steps in their learning journeys are not regularly updated. Learning journeys are shared with parents each month and they actively add their own comments. Consequently, both parties are kept fully informed of the children's development and learning. Discussions show that the childminder develops close working relationships with specialist services for the benefit of the children in her care when needed. She establishes highly effective partnerships with other early years providers that are involved in the care of the children. This includes sharing learning journeys so that all parties are working towards the same goals resulting in very consistent and coherent learning and development for the children.

The home is very well-organised allowing children to develop their independence as they choose from the appealing range of developmentally appropriate toys and resources. Children can choose to participate in the extensive range of stimulating experiences that challenge their thinking or initiate their own play. The childminder is extremely mindful of children's changing interests and so planning is flexible to take account of this. On the day of inspection, the children decided to do a sticking activity instead of painting which the childminder quickly adapted and used particularly-well to help the children talk about emotions and to extend and enhance their number recognition. The garden and the local community are used well to extend children's learning in different environments.

The childminder radiates a passion to provide the best possible care for the children. She is pro-active in consulting with children and parents to attain their views of her service, enabling her to make improvements where necessary. Since her last inspection, the childminder has completed a range of training. The childminder has developed an extensive range of well-written policies and procedures and clearly explains how she successfully implements these to underpin the service she provides. This results in very positive outcomes for all children.

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

Children are very confident to test out and reinforce their skills through child-initiated activities. For example, they competently complete simple jigsaws and spend time completing those that challenge them showing a determination to achieve. Children are very settled, confident, feel safe and play extremely-well with

their friends because the childminder actively promotes a sense of sharing and fairness. She sits with the children and encourages them to take turns as they play a matching game and to share toys as they race cars down a slope on a garage. The childminder clearly explains how she effectively uses quieter activities, such as, jigsaws, drawing or stories to distract younger children from unacceptable or boisterous behaviour when needed. The childminder highly values the benefits of taking younger children to the local toddler groups where they also receive further opportunities to enhance their social skills as they play with other children.

The childminder firmly believes in every child's right to be respected and positively promotes this by encouraging children to learn about the world in which they live. All children celebrate festivals and taste foods from different cultures. They learn about the local community as they visit the library, the city farm and other places of interest. Children learn from a very early age how simple technology works. For example, they can clearly explain that they put toy toast into their play toaster, push the button down and wind it up so 'it ticks and it pops up when the toast is done'. They use their prior learning and life experiences exceptionally-well in their role play as they pretend to cook vegetables for dinner 'like mummy does'.

Children show very good language skills as they explain that they are placing eyes on the trains and also different mouths and that 'the trains have got different faces' and look happy, angry and sad. More able children are able to clearly explain what they see in books and tell stories from the pictures. The childminder uses everyday routines, such as, meal times well to help children develop problem solving, such as, working out how many plates they need for each child. This shows that daily routines are used exceptionally-well to extend children's learning in a practical way.

Children develop an acute awareness of how to keep themselves safe through everyday events. They regularly practise the emergency evacuation procedure and the road safety drill and participate in activities related to do as the childminder uses a road safety activity pack. Younger children are gently reminded to kneel on chairs so they don't fall. Children's understanding of exercise and a healthy lifestyle is very effectively promoted from an early age as they attend 'mini movers'. They also have an expert awareness of good hygiene and a healthy diet. Children benefit from very nutritious meals and snacks. Meal and snack times are used very effectively to help children develop good table manners, an important skill for later life. Very clear procedures for hand washing, during nappy changing and regarding the care of sick children means that all children are very effectively protected from the spread of germs and, therefore, promoting their good health.

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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