

Inspection report for early years provision

Unique reference number	EY290326
Inspection date	16/11/2009
Inspector	Linda Cook
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 is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She runs her childminding business from the family home which she shares with her husband and their two children. They live in a semi-detached house in a village near Thirsk. Minded children have access to the whole of the property and there is a rear garden used for outdoor play. There are steps to the front door, but the rear of the property is fully accessible.

The childminder is registered to care for a maximum of six children at anyone time and occasionally works with an assistant. She is also registered to provide overnight care for two children. There are currently 14 children on role, six of whom are in the early years age range. All attend on a part-time basis. The childminder has links with the local infant and nursery school and playgroup where children can be taken and collected.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a setting that clearly recognises their uniqueness and individuality. Each child receives excellent support according to their individual needs enabling them to take part in all activities in a fully inclusive way. The children make rapid progress in their learning and benefit greatly from the very broad range of activities provided. The childminder continually strives to offer the very best possible care and education for the children. Through very good self-evaluation she maintains the continuous improvement in the service she provides. The childminder offers a fully inclusive, welcoming provision that is very effective in meeting the childcare needs of parents.

What steps need to be taken to improve provision further?

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

- ensure identified areas for development are prioritised and targeted to maximise outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very high level of commitment to promoting children's safety and safeguarding their welfare. She completes very detailed risk assessments covering all areas of her home and outings which are regularly reviewed. She has a secure awareness of safeguarding issues and regularly attends child protection training to

ensure her knowledge and clear safeguarding policy is kept up-to-date. An extensive range of clear policies and procedures, which are shared with parents and consistently implemented, underpin the outstanding service provided.

The childminder holds a Level 3 qualification in Childcare and regularly attends training courses to extend her knowledge and skills. As a result, she provides high quality care and education for all children in a fully inclusive environment. A detailed self-evaluation process which takes into account the views of parents and children is highly effective in evaluating practice, identifying strengths and areas for development. However, planned developments are not prioritised and targeted to maximise outcomes for children.

The outstanding partnerships with parents, local authority development workers and other provisions the children attend significantly enhances the consistency in care the children receive and actively contributes to their rapid progress towards the early learning goals. Parents receive a wealth of information about the setting when the children start. The childminder gathers information from parents to enable her to establish the children's individual starting points and involves them in their child's continuous learning and development as they develop and their needs change. Feedback from parents is extremely positive; they state they are made to feel welcome and their children enjoy a very wide range of activities. They are confident to leave their children in the care of the childminder and are extremely happy with the outstanding level of care provided. They particularly appreciate the childminder's flexibility which accommodates their changing shift patterns enabling them to work knowing their children are happy and well looked after.

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

The childminder has excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. The education programme is extremely well organised with an excellent balance of adult and child-led activities which take account of their individual interests. These cover all areas of learning, ensuring children enjoy a broad, stimulating variety of activities that are designed to meet each child's developmental needs. Children's learning records, which include regular observations, photographs showing their enjoyment and planned next steps, clearly evidence their rapid progression through the stepping stones towards the early learning goals. This ensures that the progress of the children is robustly monitored.

Exceptionally good use is made of space, while there is a dedicated playroom, children have access to the whole of the ground floor as they play. This enables the children to focus on activities suitable for their age and stage of development in a very conducive environment. Consistent routines and exceptional support ensure children are secure and feel a sense of belonging. Children's work is displayed and this shows their contributions are valued. As a result, children are extremely happy and settled in the childminder's home.

Planned and purposeful play both indoors and outdoors result in children being

active learners, creative and critical thinkers. The childminder makes use of other childcare facilities and the local childminding group to provide additional experiences and activities. Children's language skills are developed as the childminder interacts with them constantly, making excellent use of open-ended questions, which successfully encourages the children to extend their thinking. Children learn about the world around them and sustainability as they dig in the garden, enjoy nature walks and visit places of interest. They attended a 'green' workshop where they learnt about composting, enjoyed recycled art and craft activities, and took part in a compost bin drumming workshop. As a result, children show enthusiastic attitudes to learning, whilst enjoying a vast range of enjoyable and stimulating experiences. A wealth of photographs show the children enjoying dressing-up, building dens, baking, constructing and developing their creative skills. They explore texture and form through a variety of media and at the inspection visit spent a good deal of time exploring the texture of shaving foam and modelling with play dough.

Children's awareness of safety is given high priority to assist children in understanding of how to keep themselves safe. They develop an understanding of fire evacuation procedures, road safety and 'stranger danger'. Children learn about the importance of being healthy and become independent in attending to their personal care needs from an early age. They are well nourished through an excellent varied menu of healthy, nutritious snacks and meals cooked by the childminder. Physical activity is given priority and children enjoy visits to local parks and places of interest. They also develop their physical skills as they access the broad range of equipment in the childminder's garden. There are clear boundaries in place; children are extremely well-behaved. Older children play co-operatively together as they enjoy role play and negotiate roles. Children receive consistent praise for all achievements and are encouraged to show respect for each other and develop good manners. Children clearly enjoy themselves and benefit greatly from the time they spend with the childminder.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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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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