

Inspection report for early years provision

Unique reference number	EY299849
Inspection date	02/12/2008
Inspector	Linda Gail Moore
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder registered in 2004. She lives with her two children aged 13 and 15 years, in a house in a suburb of Derby. The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The premises can be accessed via one step to the front entrance with wheelchair access gained via the rear entrance, all rooms accessed by children are on ground floor level. The childminder is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The setting operates each weekday from 07.30 to 17.30 all year round. The family have one cat.

The childminder takes and collects children from local schools and playgroups. They also visit the local park, library and childminding group. The childminder has an NVQ childcare qualification to Level 3. She is a member of the local childminder support group and also a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

The childminder has organised her setting extremely well to ensure activities and routines offer truly individualised care and learning opportunities for each child. A vast range of furniture and resources create a strong learning environment that is extremely child-centred, accessible and stimulating. Highly effective planning and assessment systems are in place to support every child to reach their full potential. The childminder works closely with parents and other professionals to ensure each child's specific needs are fully met. She is proactive in evaluating and monitoring her provision to ensure optimum development and improvement.

What steps need to be taken to improve provision further?

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

- continue to develop links with other settings who deliver the Early Years Foundation Stage for children that attend.

The leadership and management of the early years provision

The childminder is enthusiastic and committed to supporting children's welfare and learning. She is a totally committed childcare practitioner who strives for continuous improvement. Children are at the centre of her plans and many improvements have been made, which result in considerably improved outcomes for children. For instance, extending her property to include a conservatory and porch as well as refurbishing the outside play area. The childminder organises her space, time and resources exceptionally well. The conservatory was built with the sole purpose of being a playroom and the childminder has worked hard to create

an exceptional environment that is rich in resources. Children are supported and inspired to explore their surroundings; this helps maximise their progress towards the early learning goals. The porch area is welcoming with a parents' noticeboard containing useful information such as their child's individual activity plan and each child has their own peg with their name and picture. These help develop a sense of belonging for children and parents.

The childminder has an excellent understanding of children's individual needs and values each child's uniqueness. Superb strategies are in place to support children with learning difficulties and/or disabilities or who speak English as an additional language. She has established very good working relationships with parents and some outside professionals to ensure children receive highly individualised routines and education. Parents are extremely well informed about their children's achievements and progress as all records and plans for their next steps in learning are shared. Parents views are readily sought through the use of a questionnaire and they are encouraged to approach the childminder at any time to comment upon any aspect of their child's care or education.

The childminder has a superb knowledge of the requirements within the Early Years Foundation Stage and implements a comprehensive range of policies and procedures to ensure children are kept safe and are extremely well cared for. She has a comprehensive understanding and working knowledge of how to successfully safeguard children. She has attended child protection training and is constantly updating her policies and practice to ensure children's protection is given top priority. Comprehensive risk assessments are undertaken that cover all areas of the setting and outings, this means children can play, learn and explore in safety. The childminder demonstrates a high level of dedication and commitment to her continual professional development through attending a vast amount of training sessions and workshops. The knowledge she gains is used to improve her practice and this contributes towards outstanding outcomes for all children.

The quality and standards of the early years provision

The childminder displays an infectious enthusiasm and passion for helping children to learn. She continually looks for new ideas and experiences to offer children so they have fun and enjoy themselves. The childminder has an excellent understanding of how young children develop language skills, mathematical thinking and a creative imagination. She is highly effective in using her knowledge to provide individualised routines and play. She shows a deep interest in each child's personality and interests. She can work spontaneously and is able to quickly change or adapt an activity to include a child's special interest or follow on through their curiosity. This motivates the children and helps increase their enjoyment. Children are encouraged to make choices and decisions about how they spend their time and the childminder responds positively to their requests. As a result they feel valued and this positive sense of well-being gives children a secure foundation on which to play, explore and develop.

The childminder gives considerable thought to the type of equipment and toys needed to stimulate and benefit each child. For example, children can explore

technology as they use a digital camera to take photographs or use different types of illumination and torches in the light and dark tent. Children can readily access art and craft materials to design and create their own pictures. The childminder is creative herself, producing several story sacks that children love. Each contain different characters and objects found in the book to help them understand and re-enact the story. Consequently, children show a keen interest in books and are motivated to learn to read from an early age. A very high priority is given to developing children's awareness of keeping themselves safe and healthy. Children learn about key issues such as eating healthily and good personal hygiene, for instance, they are all encouraged to brush their teeth after eating. They learn how to keep themselves safe in dangerous situations such as those posed by traffic. Role play is used to re-enact real life experiences such as how they can safely cross the road.

The childminder works closely with other professionals who visit her home. This support has contributed in extending her skills and knowledge when devising and delivering effective individual activity programmes. She sensitively observes each child at play to determine what they know, how they learn and what interests them. This information, along with photographs and examples of their work, builds into a unique profile for each child. This is used to identify children's next steps and highlight any additional support they may require. As a result, children are able to make significant progress in their learning. Information about activities, themes and topics are shared successfully with parents through displays and records. In addition, the loaning of some toys and equipment aids to further support their child's learning at home. Though the childminder works closely with some professionals, links could be strengthened with other settings who deliver the EYFS for children who attend multiple settings.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.