

Inspection report for early years provision

Unique reference number	EY310500
Inspection date	07/10/2010
Inspector	Shan Jones
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.

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 2005. She lives with her husband and school aged child in Crawley, West Sussex. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time and is currently minding two children under five and one over five who attend on a full and part time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She drives to local schools to take and collect children, and attends local parent and toddler groups. The family has a cat. The childminder is a member of a childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's impressive understanding of child development and her perception of individual needs means children thrive and make excellent progress in their learning and development. The childminder has the ability to make progress based on what has been accomplished so far and maintain continuously high standards. Robust self-evaluation ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all its users.

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 further opportunities for children to move freely between the indoor and outdoor learning environment

The effectiveness of leadership and management of the early years provision

Children are very well protected because the childminder has an excellent knowledge and understanding of child protection issues and arrangements for safeguarding children are robust. She has completed recent training and has effective procedures in place for identifying any child at risk of harm. She has an excellent range of guidance to follow and knows whom to contact if she has concerns about a child in her care. The childminder has an extensive range of documentation, such as, an admissions policy and clear health and safety procedures. The environment that children are cared for and educated is safe and supportive and is subjected to thorough and rigorous risk assessments indoors,

outside and on outings. This ensures risks to children are minimised and children are taught to be safety conscious without being fearful.

The childminder's calm and gentle approach helps children to develop habits and behaviour appropriate to good learners, their own needs and that of others. Children readily choose their favourite resources from a wealth of quality toys and thoroughly enjoy their play in an extremely safe, secure and stimulating environment. The childminder treats all children as unique individuals. She has an exceptional understanding of their developmental stage and they all enjoy suitable and inspiring activities. The childminder is dedicated to her professional development and recent training has included child protection, food safety and Minority Ethnic Families in the Early Years Foundation Stage. The childminder has a superb understanding of self-evaluation and is motivated and keen to improve her practice.

Successful relationships with parents contribute to excellent outcomes for children. Parents are systematically kept up to date with all aspects of their children's lives through daily discussions, daily report feedback sheets and children's home diaries. Parents complete a questionnaire and this helps the childminder to evaluate and improve her provision. Children are also given a voice via child friendly forms which they complete assisted by their parents. Children's comments include; 'We always do fun things and I am happy because everyone is kind. An additional heading asks; 'anything else I should know?' That 'she has the best job in the world because she looks after me and my sister!

The childminder has very strong relationships with other providers and these include local schools, pre-schools and other childminders. These positive features mean that partnerships are very well established at every level ensuring a flow of information to meet children's individual needs and to offer continuity in their care.

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

The childminder knows the children exceptionally well and is aware of their individual needs, interests and preferences. She strives to ensure that children have fun and enjoy all aspects in an environment that is balanced, inviting and that encourages all children to learn from their own experiences. The childminder is warm, caring and devoted and has very close relationships with the children and babies. This creates a happy atmosphere for all the children.

There is an extensive range of equipment that is kept clean and well maintained to promote children's safety. The rooms are well laid out to enable children to move freely, selecting resources of their choice which increases their independence and builds their confidence. Resources are very well deployed to meet the needs of the children. Children are able to refer to a resources file to offer variety to ensure they do not become bored. Popular choices are role play equipment, quality books and interactive toys. Children are very aware of their own safety; while away from the home they are taught how to cross roads safely and as an added precaution

children wear high visual jackets. They regularly practise the procedures for evacuating the premises in an emergency.

Children show an excellent understanding of the importance of following good personal hygiene routines. They know they must wash their hands before they eat. Clear procedures, such as individual hand towels for children and good hygiene routines, reduce the risk of cross infection amongst the children. Children are all becoming independent feeders and are able to make choices about their snacks and quantities of meals. Toddlers who struggle to eat certain food groups are encouraged to sample new tastes as the childminder gently coaxes and supports them. Physical activities are fully promoted and children are able to spend time in the well equipped garden which is used as an extension of the indoor learning environment. This area is being developed to enrich the experiences children have by enabling them to free flow between indoors and out.

All children show an extremely strong sense of belonging within the setting. They are confident, settle well and are able to sustain their concentration at their chosen activities. Children are developing excellent relationships at every level with the childminder and their peers. The childminder offers the children stimulation and challenge through a caring and nurturing approach to her minding. Children are taken out in the fresh air each day; they have regular opportunities to walk around the local area and visit places of interest such as the park and beach. On excursions the childminder encourages children to learn about the natural world as they observe oak trees noting the colour, thickness and texture of the trunk. Children compare the height of the tree to a nearby house and take photographs and print these at home. This forms a photographic display and children vividly recall their walk and discuss the new knowledge they have acquired. Children celebrate their own and others' festivals, and use a wide range of resources to promote a positive awareness of people's differences, and get involved in raising funds for children less well off than themselves. Children's behaviour is supported through clear and concise behaviour management strategies. Their self-esteem is fostered as the childminder offers praise and encourages them at all times. Children's growing understanding of the world around them prepares them exceptionally well for future life.

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	2
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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