

Inspection report for early years provision

Unique reference number	EY311294
Inspection date	13/10/2009
Inspector	Susan Parker
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 has been registered since 2005. She lives with her husband and their two children aged 21 and 12 in Stevenage, Hertfordshire. Entry to the premises is down five small steps to the front door. The whole of the ground floor is used for childminding including the play room, lounge, hallway, conservatory and the bathroom upstairs. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early year's age range. The childminder works closely with a co-childminder and together they may care for no more than six children in the early year's age group. There are currently minding six children on a part-time basis. She also offers care to children over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder gains excellent knowledge of each child's individual needs which ensures that she successfully promotes all aspects of children's welfare, learning and development. Children's safety and security are a priority and the children are learning about keeping themselves safe while investigating the world around them. The partnership with parents, the local pre-school and other agencies is very good and is highly significantly in ensuring that the individual and diverse needs of all children are exceptionally well met. This greatly benefits the children who make outstanding progress, given their age, ability and starting points. Regular information sharing, excellent professional partnership with her co-childminder and regular self-evaluation by the childminder ensures that she successfully analyses her practice and enhances ideas for future development. This effectively responds to all the diverse needs of the 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:

- ensure that the step in the garden does not pose a risk to children
- include input from the parents and carers to further enhance the evaluation of the provision

The effectiveness of leadership and management of the early years provision

The excellent leadership and management of this setting underpins the outstanding welfare and learning of the children. The childminder has a close working partnership with her co-childminder which ensures consistence of care for

the children. The childminder is very effective in her organisation of the high levels of individual care and learning for each child. Every child's individual needs are well recorded and met. Robust safeguarding policies, outstanding daily practice, and a commitment to training ensures that children are safe and well protected. She has a detailed understanding of child protection and is committed to promoting children's safety at all times. This includes teaching the children to play safely and be aware of possible hazards such as being aware of the dropped step in the garden. Well planned, creative and imaginative activities, visits and outings enable the children to practice their skills and explore their environment safely.

Children thrive in this highly organised and stimulating environment where the childminder dedicates time to enhance her setting by implementing effective systems to monitor and evaluate the provision including full verbal consultations with parents. Parents and carers receive excellent information regarding their children including all aspects of their welfare and developmental achievements. This includes a detailed portfolio containing information on the childminders experience and a full written set of policies and procedures.

The childminder has a very positive attitude and is fully committed to enhancing the welfare, learning and development of every child attending. Every child's individual and diverse needs are fully met. Regular observations of the children and the caring relationships formed ensure that she has an excellent record of their achievements and individual needs. This is regularly updated to ensure that it reflects each child's current levels. She then provides exciting and challenging activities which are very effective in promoting children's good progression towards the Early Learning Goals. Children are able to access for themselves, a wide range of good quality toys and resources that are age appropriate and in excellent condition.

Any accidents are recorded and the home checked daily for hazards. The childminder has a valid first aid certificate and has a good awareness of keeping children safe; she regularly assesses the home and takes appropriate precautions to keep children from harm. Through the childminder acting as an excellent role model and good explanations, the children are learning very good habits, for example, washing their hands before eating, disposing of tissues hygienically, and that fresh air and exercise are good for them.

The childminder is very effective in working in close partnership with the parents, other settings and other professionals. Through this effective partnership, she ensures that she has a very good understanding of each child's individuality and is able to fully include them in all activities.

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

Children blossom in this outstanding provision where their confidence and self-esteem are fully promoted and their individual needs are met. The childminder knows each child very well and provides them with varied choices of interesting and exciting games, resources and activities which stimulate their natural curiosity

and imagination. This is effective in promoting children's attitude to become good learners. Children feel safe and secure in this provision where they know that their needs are met and they feel a sense of belonging.

Children have daily access to outdoor play in the garden with a good selection of activities and resources that the children can choose from. They are learning to wait for their turn, share resources and work together harmoniously. Children are establishing very good social skills as well as firm friendships

Children's language and communication is actively promoted. Children are encouraged to be very social, they are encouraged to talk and the childminder really listens to what the children are saying. They are confident to ask for help when needed and are encouraged to do as much independently as they can. For example, one child tried a couple of times to put on her coat and with encouragement and a calm attitude, the child managed it. The praise the child received boosted her confidence and will encourage her to try new things. Children are encouraged to think critically as the childminder asks them appropriate questions about what they are doing and what may happen next. They are extending their vocabulary every day through sharing books and talking about their experiences. Children are forming a good understanding of problem solving and numeracy; they recognise shapes very well and are able to complete challenging activities. Children's mathematical thinking is promoted as an integral part of all activities such as counting cars, recognising colours and familiar numerals. They are learning about the world around them through mixing in the local community, looking at seasons and growing plants themselves. Children are very well supported and are encouraged to try to do as much independently as they can with full support of the childminder.

Every child's milestones and achievements are well recorded by the childminder through written observations and a good selection of photographs. These records are used to match the child's achievements to the expectations of the early learning goals and to plan achievable challenges which promote children's outstanding learning and development in this provision.

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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