

Inspection report for early years provision

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Inspection date	25/03/2010
Inspector	Deirdra Keating
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 four children, aged 10, eight, six and two years, in Aslacton, Norfolk, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities. The childminder has two guinea pigs and fish as pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding three children in this age group. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides exceptionally well for children within the Early Years Foundation Stage. Children thrive in the childminder's care and make excellent progress towards the early learning goals. They relish their time at the childminder's house and parents are extremely satisfied with the high standards of welfare, learning and development. The house and garden work extremely well to provide a wealth of activities in a safe, reassuring, learning environment. The children all participate in activities promoting an inclusive environment where children are all welcomed and highly valued as individuals. The childminder strives hard to continuously improve her practice using reflection and evaluation.

What steps need to be taken to improve provision further?

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

- developing the self-evaluation of the setting to clearly relate the areas targeted for improvement to outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are expertly safeguarded and their welfare, care and safety promoted exceptionally well. The childminder is experienced, well-qualified and strives extremely hard to consistently provide outstanding care. The childminder is fully aware of her duties and responsibilities for safeguarding children and has clear

written procedures to clearly guide her in the event of a concern about a child in her care. Children's safety and well-being are the utmost priority for the childminder, who has developed an environment that is reassuring, cosy and safe, whilst providing a wide range of real experiences from which children can actively learn. Equipment is of high quality and has been deployed extremely well to allow children lots of choice and promote their independence. Effective planning ensures that the childminder puts her skills and expertise to good use. Children have ample space to explore and spread out as they play with a stimulating range of resources that fully support their different stages of learning and development.

Parents and carers who use the childminder's provision are delighted with the service and have provided exceptionally positive feedback about the provision and the outcomes for their children. There is a continuous flow of information between the childminder and the parents, and this sharing of information extends to other providers of the Early Years Foundation Stage that some children attend. Each child has a meaningful and colourful learning story that shows consistent progression towards the early learning goals, using informed observations and photographs that the childminder has collated.

The childminder uses her extensive experience of childcare very well. In addition to her childminding practice, the childminder works in an early years setting and this provides opportunities to develop her ideas and share good practice between the two provisions, extending her knowledge and skills. The childminder has a Level 3 qualification in childcare and has a wide and varied range of experiences to bring to childminding. She is a thoughtful and reflective practitioner who strives to value each child's uniqueness and recognise their individual qualities. The childminder actively promotes equality and diversity and ensures all children are involved, given their abilities, ages and starting points, and learn how to respect and celebrate one another's differences.

The childminder welcomes opportunities to extend her knowledge through training and recognises how this facilitates her outstanding practice. She has extremely high aspirations for the quality of the service provided at her setting and conscientiously reflects on her practice. She has highlighted which aspects of the provision work well, and uses this to set ambitious targets for improvement. However, the childminder recognises the need to develop this further in order to link this clearly to outcomes for children and maintain the high quality of the provision.

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

The childminder offers children a wide and varied range of activities that cover all areas of learning and provide ample opportunities for children to develop and learn in the house, the garden and the local community. She confidently plans activities using her secure knowledge of the Early Years Foundation Stage. The childminder uses her experiences and skills extremely well to tailor events, local walks, outdoor play and resources to comprehensively meet the needs of the children who attend. In addition to her childcare qualifications, the childminder's home life and family

significantly contribute to the exceptionally high quality of care offered. The home is comfortable, welcoming and on one level, promoting an inclusive and accessible environment. The main play area is in the living room which links very well to the garden and there is an extensive choice of resources that are presented very well for children to independently access.

Children settle extremely well in the rich and stimulating play environment. The childminder collects a wide range of information before children start to enable her to gauge activities to children's capabilities and gain a good understanding of each child's home life. This ensures children's families are valued and consequently they talk easily about their home lives with the childminder. Children's learning and development are shared through their 'learning stories' and rich daily discussions between the childminder and the children's parents. Children thoroughly enjoy their learning and flourish in the childminder's care, relishing opportunities to spend time at her house.

Children are confident and animated as they recall activities that they have enjoyed together and reminisce about places they have visited, confidently using language to clarify and order events. Books are promoted very well by the childminder, who provides quality time as children take it in turns to cuddle up for stories on the sofa. Children practise their numeracy skills daily; they count in everyday activities helping with everyday jobs, such as calculating plates, cups and estimating amounts.

Children show a very good understanding of personal hygiene routines, the home is clean and well-maintained. Children use individual towels after washing their hands and discuss the importance of cleaning their teeth. Healthy eating is promoted exceptionally well by the childminder who provides activities to encourage children to try new foods. For example, children make blueberry cookies, grow vegetables and count grapes. Meal times are relaxed and social occasions, where good routines encourage children to eat nutritious and healthy food that is presented well whilst sitting together around the kitchen table. Children treat one another with respect and care, they are given tailored support by the childminder, who encourages children to start to resolve their own conflicts. The childminder fully recognises effort as well as achievement, and consequently, children develop positive attitudes to themselves as learners, gaining many new skills which will help them in later life.

The childminder gives high priority to children's awareness of safety issues whilst ensuring they are able to take realistic and manageable risks for themselves with set limits. For example, she encourages them to climb the castle climbing frame with careful reminders of the basic safety rules she has set out for playing in the garden. Children have many opportunities to explore the outdoors, where all areas of learning are reflected in a range of appealing activities, including chalks, painting, role play and ride-on toys. The garden is extremely well-used and clearly enjoyed by the children. There is ample space for ball games and running around, placing high emphasis on physical exercise, fresh air and promoting healthy lifestyles.

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	2
The effectiveness of partnerships	2
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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