

Inspection report for early years provision

Unique reference number	EY341761
Inspection date	30/03/2011
Inspector	Anne Archer
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2006. She lives with her partner and 16-year-old son in Barton Seagrave in Northamptonshire. The ground floor rooms of the childminder's house are used for childminding with access to the first floor for additional toileting and sleeping facilities. There is a fully enclosed rear garden for outdoor play. The family has two pet dogs.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children at any one time including three in the early years age group. The childminder currently cares for four children in the early years age group and two school age children. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an excellent environment where children's welfare and learning and developmental needs are very well met. She enjoys supporting children's learning and does so in a very safe yet stimulating environment. Most aspects of the provision are outstanding and the childminder's capacity to maintain these high standards is excellent. She is constantly looking to develop and improve her practice to enable her to provide the best possible care for the children placed with her.

What steps need to be taken to improve provision further?

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

- reviewing the system for sharing information with other providers of the Early Years Foundation Stage to make sure information received relates to individual children's progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

The childminder is committed to providing the best possible service for children and their families. All aspects of safeguarding are well thought out and as a result successful in keeping children safe. They include ensuring suitability checks are completed on family members, checking identification of visitors and other adults collecting children on behalf of parents to having thorough, up-to-date child protection procedures.

All areas of the childminder's home which are used by children are routinely risk assessed when anything changes and daily visual checks of the premises and equipment ensure children's safety wherever they play. Any outings that the childminder takes the children on are thoroughly risk assessed for potential hazards and steps taken to minimise any risk.

The childminder helps children learn how to keep themselves safe by being an exceptionally good role model and by pointing out potential hazards so that children learn to make decisions about the kinds of risk they may or may not take during their play. Any new equipment or toys which the children come into contact with are demonstrated to them to ensure they get the maximum benefit from them.

Children's good health is very effectively promoted as children learn why they wash their hands at certain times and how to do so efficiently to eliminate bacteria before they eat their snack of grapes and banana. Procedures for caring for children if they have an accident or become unwell are excellent. The childminder completes a paediatric first aid course every three years to ensure she remains up-to-date with any changes in emergency practices. She maintains a full first aid kit and shares details of exclusion periods for infectious illnesses with parents to gain their support in stopping the spread of infection.

Equality and diversity is exceptionally well promoted. The childminder has high aspirations for quality and a strong commitment to equality for all. The methods used to support children's learning and well-being consistently improve outcomes for children in relation to their starting points and capabilities. Positive behaviour management strategies are seamlessly implemented and significantly impact on children's well-being.

The effectiveness of the childminder's engagement with parents and carers is outstanding. Relationships are very positive and well-established ensuring that she is fully informed of children's changing individual needs. Parents are regularly asked their views which are taken into account when important decisions are being made. Parents are kept extremely well informed of their children's achievements, well-being and development through daily chats, text message and phone calls and through them looking at their children's achievement records. Parents are encouraged to contribute to their child's assessment by adding comments of achievements made and milestones reached while with their parents.

Partnerships with other providers of the Early Years Foundation Stage are good. The childminder has well established links with the pre-school used by the children. Information is shared to support children's progression and continuity of care although it is sometimes not specifically linked to individual progress towards early learning goals.

The childminder's premises are very well suited for purpose. She has made the very best use of available space both inside and outdoors to enable her to provide a stimulating learning environment in which children make excellent progress. The childminder is constantly looking for new ideas to further enhance children's

learning potential. Resources are of a high quality, plentiful and imaginatively used to support children's learning and development.

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

Children have fun while developing and learning new skills which enable them to fulfil their potential in all areas of learning. Children show complete contentment in their surroundings yet are keen to take part in the activities on offer or to initiate their own play. Even the youngest children make choices about the resources they use to develop their own play from the wide range that are easily accessible. This encourages children to develop their independence and to learn to make choices.

Children's play is assessed daily and provision made to incorporate any resources necessary to enable children to follow any new interests they have developed. A comprehensive record is kept of each child's achievements which clearly show how they are developing.

Children learn about their personal safety and health through clear routines with older children supporting their younger friends. Children know where to find their coats and boots before going outside and know they must wash their hands after playing in the garden. To help prevent cross infection each child has a different towel in the cloakroom.

Children are so absorbed in their play that they rarely test the childminder's boundaries and rules but when they do they quickly take notice again due to the childminder's excellent child-management skills. She knows the children so well that she is able to anticipate their reactions to certain situations and take effective action without damaging their self-esteem. Young children clearly enjoy the childminder's attention, showing by their behaviour and mannerisms that they feel safe in her care and they behave well under her consistent approach.

Children play a full and active role in their learning by showing curiosity and a desire to explore and learn. They benefit from a varied outdoor provision which enables them to learn about nature while developing physical skills. Children develop skills for the future as they form friendships with other minded children. They problem solve and learn about number as they talk with the childminder about the houses that they pass on their walks. The ongoing discussions as they play and the singing that they all enjoy, support and help to improve their communication skills.

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	2
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	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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