

Inspection report for early years provision

Unique reference number	EY346089
Inspection date	27/01/2011
Inspector	Dianne Sadler
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 2006 and lives with her two children aged six and fifteen years. The whole of the premises is used for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time. The childminder is currently caring for five children in total, two of whom are in the early years age group. The childminder takes and collects children from local schools and pre-schools. The family has two dogs, two guinea pigs and five ex-battery hens.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has implemented highly effective policies and procedures which ensure children are extremely well protected. Exemplary partnerships between the childminder, parents and other agencies ensure children receive truly individualised care and learning opportunities. Teaching is consistently inspiring, aided by comprehensive planning and assessment systems, thus ensuring each child makes excellent progress in their learning and development. The childminder uses robust self-evaluation systems to accurately identify the setting's strengths and areas in which further improvement can be achieved.

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 the risk assessment covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding and working knowledge of how to successfully safeguard children. She demonstrates a thorough understanding of child protection procedures and maintains robust policies and procedures which ensure children's safety is always given top priority. All aspects of the setting and outings children participate in are subject to systematic risk assessments. This ensures children learn in a safe environment without restricting their development. However, the written risk assessment for the premises does not include the newly built conservatory. This does not impact on children's safety. The childminder is highly dedicated and is constantly striving for the best possible outcomes for each

child as a unique individual. Comprehensive self-evaluation systems detail the strengths of the setting and targets for future improvement such as refurbishing the outdoor play area and having a downstairs toilet installed.

The childminder highly values the role of parents and other agencies and providers. She has excellent, inclusive systems in place to maintain strong levels of communication with regards to children's learning, development and welfare. For instance, at induction parents are given an informative welcome pack which includes comprehensive written policies and procedures. Then, throughout the year, the childminder organises regular reviews with all the parents and uses contact diaries to make this easier. Parents complete a 'Quality of Service and Setting Questionnaire' and comment on the professionalism of the childminder who is polite, organised and caring. They comment on the amazing equipment she provides within a safe environment which feels like 'home from home'. The views of children are also highly valued. For instance, when a child suggests putting name labels on the coat pegs the childminder acts immediately. In addition, an art wall is also erected next to the coat pegs for children to display their own pictures. This gives them an excellent sense of security and belonging in the setting.

Children enjoy freely accessing all available areas which include a wonderfully stimulating play room and conservatory. An inspiring range of good quality resources are stored and displayed extremely well inviting children to make superb choices and decisions about their play. The environment is rich in positive images of diversity and children have excellent opportunities to learn about similarities and differences between themselves and others. For instance, currently the childminder has planned a theme with regards to animals around the world. Children benefit from investigating a laminated reference map which is displayed on the art wall and are exploring the arctic and ant-arctic, learning about polar bears, penguins and Eskimos.

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

Children's sense of well-being is significantly fostered by the warm and caring nature of the childminder. They are extremely well settled in the setting and willingly approach the childminder and other adults present. This demonstrates that they feel safe. Children are learning to respect each other and play well together developing very strong relationships. Children learn about keeping themselves safe through the clear rules and boundaries explained to them through discussions. For instance, they learn about road safety when outdoors and the necessity of wearing high visibility jackets.

Children have superb opportunities to develop their understanding of a healthy lifestyle. They know the routines very well. They eagerly wash their hands before snack time using a bowl of warm water, liquid soap and their own separate flannels and towels. At mealtimes they enjoy a healthy and nutritious menu which includes grapes, cheese, strawberries, bread sticks and crackers for their mid-day snack. Children are learning to respect the needs of all living things as they

develop close relationships with the family's pets. These include rescued battery hens which are kept securely in the garden. The children benefit from learning how to care for the hens and enjoy collecting their eggs. Children are also encouraged to actively take part in growing vegetables. They enjoy taking home their own home grown pumpkins which they use for decorating at Halloween and for making pumpkin soup. This develops excellent links between the setting and home.

Through skilled, sensitive observations which are reflected upon and shared with parents, the childminder plans intuitively to further each child's unique development. Observations are detailed in children's learning folders and linked accurately to each aspect of the six areas of learning. Full use is then made of the information gained to assess children's progress towards each of the early learning goals and to identify their next steps. As a result, all children make significant gains in their learning as activities are driven by their individual needs and wishes.

Children are extremely well motivated to explore and be creative. They thoroughly enjoy investigating treasure baskets containing cones collected from the park and items made of wicker, wood and sponge and shakers containing dried pasta. Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future success. They enjoy selecting their favourite story books to read with the childminder in a tent set out as an igloo. Children respond well to the childminder and extend their learning as their attention is captured as they read a story about polar bears.

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	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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