

Inspection report for early years provision

Unique reference number	EY361042
Inspection date	15/03/2011
Inspector	Sally Smith
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and children aged eight, six and four years in Leicestershire. All areas of the ground floor are used for childminding purposes. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age group. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years.

The childminder takes children to local parks, shops and schools. She holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder demonstrates an excellent knowledge of the Early Years Foundation Stage, implementing all aspects extremely effectively in her daily practice. She establishes warm, trusting partnerships with parents, valuing their contributions to ensure the needs of all children are met. She takes great pride in all areas of her work, regularly attending training. She constantly strives to improve all areas of her practice through a rigorous self-evaluation process.

What steps need to be taken to improve provision further?

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

- increasing opportunities for children to see and use number labels.

The effectiveness of leadership and management of the early years provision

The childminder's knowledge of safeguarding procedures is secure and robust. She is confident in her recognition of signs and symptoms of abuse and whom to alert with any concerns. Parents are made aware of the childminder's responsibility to ensure that children are protected from harm at all times. Appropriate checks have been undertaken for both the childminder and her husband, ensuring they are suitable to be in contact with children. Children's safety is paramount and rigorous assessments of the indoor and outdoor environments minimise potential hazards. The premises are bright, warm and welcoming, with an extensive range of

equipment and resources. These, along with the well organised space, maximises play and learning opportunities for all children.

Excellent partnerships with parents and carers are integral in ensuring that children are fully supported and their individual needs met. Parents are made to feel valued and welcomed. Their opinions are actively sought, through discussions and consultation, in respect of the childminding provision. For example, parents were consulted regarding the new outdoor area. Any suggestions they put forward to improve practice are acted on, instilling confidence and trust in the childminder. She regularly seeks parents support and information about children's play preferences so that this can inform planning and activities provided for children. Parents are provided with regular information about the setting and their child's achievements and progress. They contribute to their child's learning journey, which helps to promote children's positive outcomes. The childminder is keenly aware of the importance in establishing effective working relationships with other early years settings that children attend. She goes to considerable lengths to achieve this, ensuring that there is consistency of care and learning and children are fully supported in all that they do.

The childminder shows a great deal of dedication and skill in all areas of her work. She rigorously evaluates her service, having a clear set of priorities for improvement. She continually reflects on her practice, reading current literature, meeting with local childminders and testing out new ideas. She thoroughly embraces a wide range of training to update her knowledge and skills, applying what she has learnt and changing her practice as necessary. She specialises in supporting children with specific needs and shares her expertise to inspire other early years practitioners successfully. Children from all backgrounds and abilities are involved very effectively as the childminder treats all children as individuals and removes any barriers to learning. She has received grant monies to improve her home, widening doorways and providing ramps for wheelchair users. In addition, a sensory garden, which is level and has wide paths, enables all children, whether they be in a wheelchair, specially adapted buggy or using walking aids, to access the outdoors in all weathers. This has a positive impact on the quality of care and results in an environment that is vibrant, stimulating and rich in learning opportunities.

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

Children very much enjoy their learning and from the moment they arrive, are fully engaged in activities that capture their imagination. They sustain high levels of concentration and perseverance because the childminder is highly motivated and focused on the needs of the children in her care. Excellent interactions between herself and the children, whether this be during play or carrying out their daily routines, enhance children's learning and development considerably. Every

opportunity is used to promote discussion, exploration and problem-solving. An environment rich in signs, labels, photographs and displays is conducive to children's learning, although there are no numbers in evidence. However, children regularly count in everyday play and see numbers in books and programmable equipment, such as calculators. The childminder has high expectations for all children and a key reason why they make effective progress in all aspects of their learning is due to the excellent support they receive.

Highly effective partnerships with parents and carers are established, enabling them to play a crucial role in their child's care and education. These begin with home visits which ensure that children get off to an excellent start on their learning journey. The importance of parent's input in their child's life is highly valued and the childminder uses the information to plan a stimulating range of activities to incorporate children's individual interests and preferences. Learning journals provide a truly wonderful and detailed account of the children's action packed day with the childminder. Parents speak very highly of the quality of the information recorded and the progress their children make.

Children delight in being active and regardless of the weather, are keen to experience exercise and fresh air. The outdoor area is truly wonderful and is an extension of the stimulating indoor environment, both of which provide a myriad of learning potential. Children delight in exploring all their senses as they smell the herbs and plants, play in the sand or make a tune on the large wall mounted xylophone. The wobble balance beam and wooden wobble bridge prove very popular, particularly as the bridge can be sound activated as children cross it. Children contributed to the choice of sounds in the initial planning of the garden and as a result, choose to listen to a troll, a rocket blasting off and a horse. In addition, it has many random sounds programmed into it as well as enabling the childminder to change these sounds in response to children's interests. Children learn that exercise and being active is beneficial for healthy bodies, but also at times they need rest. Children have access to fresh drinking water at all times so that they remain hydrated.

Children grow fruit and vegetables and particularly enjoy harvesting the potatoes, fruit and carrots, which are used in their meals. Children diets are very healthy and they help to prepare some snacks, such as fruit kebabs, deftly chopping the fruit and carefully threading it onto wooden skewers. They enjoy trips to local shops where they purchase a variety of foods from around the world. They visit the Chinese supermarket, eat at cafes and go fruit picking so that they can experience where food comes from and where it can be bought and eaten. The childminder is exceptionally skilled in her knowledge and understanding of child development and uses this to great effect to enrich the quality of learning for children. As a result, they are confident and master skills enthusiastically and competently.

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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