

Inspection report for early years provision

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Inspection date	12/11/2009
Inspector	Patricia Bowler
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 2009. She lives with her husband and two children aged three years and 16 months in Broughton Astley, Leicestershire. The whole of the home with the exception of one bedroom is used for childminding and there is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and compulsory part of the Childcare Register to care for a maximum of four children, one of whom may be in the early years age group. The childminder walks to local schools to take and collect children.

The childminder is a member of the National Childminding Association and attends a local childminding support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's knowledge and interpretation of the Early Years Foundation Stage (EYFS) through innovative play and first hand experiences ensures children make rapid progress in all areas of their development. Exemplary partnerships with parents and other providers of the EYFS identify clearly the uniqueness of each child. Positive images within the home actively reflect diversity and difference and the high level of attention to children's individual needs effectively promotes inclusive practice. Meticulous attention to self-evaluation reflects the childminder's high commitment to bring sustained improvements to her working practice, impacting positively on the children in her care.

Innovative play activities and highly detailed observation and assessment records clearly identify children's progress and learning priorities for their future development although, on occasions, these do not always link across all areas of learning.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The home is organised highly effectively, being child orientated with low-level toy storage to make accessibility and choice available to children. They demonstrate a strong sense of security as they move confidently between accessible areas

making independent choices about their play. Diligent systems promote children's safety, underpinned by rigorous risk assessments including outdoor play and outings. Vigilant hygiene routines and extremely effective organisation promotes and maintains children's safety, health and welfare. Highly detailed policies and procedures are vigilantly maintained and shared with parents who sign to acknowledge acceptance and are provided with copies at place commencement. Comprehensive information records clearly identify children's individual needs and are regularly reviewed to account for any changes.

Parents complete highly detailed initial assessment documents indicating children's specific care needs and home achievement levels to identify clear starting points for their learning and development. They are kept informed about their children through very detailed records including a daily diary, photographic evidence of children's involvement in activities and a 'passport to learning' with pertinent information relating to their progress in all six areas of learning. The childminder liaises successfully with others providing for children within the EYFS and has developed detailed records to identify children's progress and next steps from all settings to provide continuous learning support.

The childminder has completed the 'Introduction to Childminding Practice' course and holds a current first aid certificate. She has identified further training opportunities in Safeguarding and Schemas to enhance children's care and development.

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

The childminder provides a highly stimulating and welcoming environment with exciting play opportunities encouraging children to explore and incite their curiosity for learning. Their photographs and creative pictures are displayed throughout the home to provide a sense of belonging. Children engage in a wide variety of adult-led and child-initiated play opportunities tailored to meet their individual needs and interests. Observations identifying a child's interest in hairdressing are met as she excitedly explores a range of resources, becoming adapt at combing, brushing and adorning dolls' hair with a range of accessories.

Children frequently choose to play outdoors where opportunities for exploration with natural materials including potting flowers in the garden and a variety of garden toys provide physical challenge and opportunities to develop awareness of the needs of others as they negotiate sharing and turn taking. Outings increase their awareness of the local and surrounding environment and provide opportunities to practise road safety. Regular emergency evacuation procedures equip children with the knowledge of what to do should the need arise.

Children show an exceptional understanding of personal hygiene routines and know to wash their hands following contact so as not to spread infection. Children's health is promoted as they enjoy home-cooked foods and they are actively involved in meal selection and preparation becoming well informed about healthy living.

The childminder is extremely skilful in supporting children's learning. Inspirational and innovative interaction linking open questions to activities provokes their thoughts and contributions. They eagerly talk about weekly attendance at a gymnastics session and skilfully perform forward rolls on foam matting in the dining area. They roll balls of different sizes into a goal net and giggle delightfully as this is transformed into a tunnel for them to crawl through. Emotional support is provided as children snuggle warmly with the childminder enjoying stories and songs.

Children understand the need for simple rules and are guided by the childminder's skilled and sensitive approach to behaviour management. They have succeeded in developing awareness of the needs of others through careful observation and monitoring of situations by the childminder to allow children to develop skills in negotiation to resolve minor situations themselves. Exemplary relationships are evident as the childminder acts as a positive role model for children using praise and encouragement to acknowledge their behaviour. Resources and activities reflect the wider world and help children to learn about and understand the society in which they live, respect difference and become confident, independent learners building positive relationships with peers and adults.

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