

Inspection report for early years provision

Unique reference number	EY423781
Inspection date	16/08/2011
Inspector	Alison Edwards
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

This childminder registered in 2011. She lives with her partner and two children aged eight and four years old in a house in Market Harborough, Leicestershire. Minded children use the ground floor of the house for play. There is an enclosed garden for outdoor play. Two dogs, aquarium fish, African land snails and four rabbits are kept as family pets. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five minded children aged under eight years, including two in the early years age range. There are currently four children under the age of eight on roll, all in the early years age range. The childminder is also registered on the voluntary part of the Childcare Register to care for older children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children show extremely high levels of confidence and enjoyment in this very welcoming family home, which is extremely well organised to promote their care and learning. The very well-qualified childminder works extremely well with parents and other early years providers to support each child's individual needs. As a result, children develop excellent levels of confidence in their relationships with others and are highly motivated in their play. Consequently, this establishes an excellent basis for their future skills and learning. The childminder has made excellent use of her previous experience working in children's daycare settings to quickly establish extremely high standards of provision and is equally committed to further enhancing the quality of her service for all children.

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 further ways of using resources, experiences and daily routines to challenge children's thinking and to help them embrace individual and cultural similarities and differences

The effectiveness of leadership and management of the early years provision

The childminder organises her service extremely well to support children's safety and well-being. A comprehensive range of up-to-date policies and procedures are extremely effective in underpinning the safe management of children's care, for example, by carefully documenting contingency arrangements for the management of emergencies, such as a child being lost or uncollected. The childminder makes extremely systematic use of risk assessment procedures to underpin the very

thorough practical precautions taken to minimise potential hazards to children. For example, she has removed low fencing alongside garden paths to minimise potential identified trip hazards. The childminder has established a very thorough knowledge of what child abuse and neglect are through participation in a range of training courses and through previous experience of working collaboratively with other agencies to support children and families in need. Consequently, she has an extremely clear understanding of how to implement locally and nationally agreed procedures in order to act in children's best interests in the event of any concerns about a child, or any allegation of abuse. Excellent use of available space and resources provides an extremely stimulating environment where children readily develop excellent levels of purposeful independence and sustained concentration in their self-chosen play from an early age. For example, young toddlers spontaneously create symmetrical and sturdy towers using an excellent selection of interlocking plastic blocks, carefully choosing appropriate sizes and shapes to fit into their design. They very quickly gain extremely high levels of interest in their environment and in living things. For example, they show pleasure and pride in vegetables which they are growing, and purposefully vocalise to draw the childminder's attention to a baby rabbit's sleeping preferences in its hutch.

The childminder gives extremely high priority to establishing excellent arrangements to work in partnerships with parents and other agencies to support children's care and learning. Prospective parents receive extremely useful information about her services through initial visits and through provision of a very comprehensive and readable welcome pack. Consequently, this helps to ensure there is an extremely clear and shared understanding of arrangements to manage situations, such as contagious illness or collection by other authorised adults. The childminder is very proactive in seeking parents' views of how to best support children's interests and needs and very effectively incorporates these in her decision-making processes. For example, she has installed a bark-filled area in the garden to build on parental observations of children's enthusiasm for digging and investigating this natural habitat. The childminder also makes full use of children's observed preferences and interests from an early age, incorporating these into her planning for their future learning and experiences. The childminder has taken a lead role in establishing links with other early years settings which children attend in order to develop close working relationships. As a result, there are extremely effective arrangements to share specific ideas to build on children's current interests and extend their learning, so providing for excellent continuity and progress. The childminder has an extremely clear understanding of the value of close liaison with other agencies, such as health professionals, to support the identification and inclusion of any children with special educational needs and/or disabilities. She has an extremely good understanding of ways to support each child's individual learning styles and preferences, for example by planning and providing excellent outdoor learning opportunities for children preferring active, energetic play. The childminder already incorporates a range of experiences and activities reflecting many aspects of diversity. However, she also recognises the value of further developing ways of using resources, experiences and daily routines to challenge children's thinking and to help them embrace individual and cultural similarities and differences.

The childminder's previous level 3 qualification and experience working in a

children's daycare setting have provided her with an excellent background understanding of how to successfully deliver the Early Years Foundation Stage. She shows an excellent commitment to ongoing improvement through completion of an early years foundation degree and is actively planning to continue with higher level professional education. The childminder is actively developing strong networks with other early years settings in order to share and build on best practice. She has very quickly established very effective use of systematic self-evaluation processes, taking account of parental views, in order to rigorously assess her current practice and identify ways to further enhance this, such as further refining her existing systems to track and plan for each child's progress.

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

There are excellent arrangements to promote children's awareness of a healthy lifestyle and of how to keep themselves safe. Young toddlers demonstrate very high levels of their own and others' needs within their spontaneous pretend play, for example, as they affectionately encourage a doll to use a potty and caringly dress her and wrap her in blankets to sleep. The childminder and parents work extremely closely together to target individual priorities for development, such as, using stories, books and pretend play to promote young children's willing interest and competence in teeth cleaning. The childminder very successfully helps build children's self-care skills from an early age, for example, as young toddlers deliberately put their hoods up and down to take account of sudden light rain showers. Meals and snacks take very careful account of any specific dietary needs and incorporate a very varied range of fruit and vegetables, including items grown by children themselves in the garden. The childminder makes excellent use of captioned photographs and narrative observations to carefully track each child's growing confidence in their movement skills, for example, as they purposefully challenge themselves using steps, rope ladders, balancing beams and 'wobbly bridges'. Children show excellent dexterity as they carefully and purposefully manipulate small collage items to create their own designs, or as they use a pincer grip to successfully wind up a clockwork toy. The childminder actively involves children in simple discussions and practices relating to emergency evacuation procedures and helps them understand how to act safely when on outings. The childminder makes excellent use of children's spontaneous pretend play to extend their safety awareness, for example, encouraging their awareness of the reasons for using hard hats and ear protectors when 'building' and using noisy pretend power tools.

Children are extremely secure and relaxed in the childminder's care and very readily develop secure relationships with others. For example, young children delight in choosing favourite stories and picture books to share with the childminder's own older children and are fascinated by finding and identifying photographs of themselves and their friends in photographic displays and 'learning journeys'. Children cooperate extremely well with each other from an early age, for example as toddlers 'feed' each other in pretend play, or steer each other when using wheeled toys. Children often show extremely high levels of sustained concentration in their self-chosen play, for example, when a toddler chooses to

spend a significant period of time purposefully selecting, positioning and sticking a range of collage materials to create an imaginative design. Children are inquisitive learners, showing a strong curiosity to explore and investigate. For example, they enthusiastically use small nets and magnifying glasses to find and observe small insects in the garden. They are intrigued by observing spiders, or by spontaneously gathering lettuce for pet African land snails to eat. Children develop a confident awareness of everyday technology as they explore the keyboard of a laptop computer, or incorporate use of items such as toy tills or phones in their pretend play. The childminder is very sensitive and skilled in encouraging and building on each child's individual communication skills. For example, she expands on simple vocalisations, so helping to model and encourage more complex spoken language. A very wide range of posters and displays help to encourage children's awareness and interest in written words, including a varied range of languages and scripts. Children show extremely good awareness of shape, space and size in their very purposeful and sustained use of construction sets. Young toddlers show fascination with number symbols, names and sequences when recognising, pointing accurately and vocalising these when sharing favourite books. They reliably and accurately match different quantities, for example, supplying appropriate numbers of cups and eggs to adults and children involved in pretend play. The childminder makes extremely good use of her own observations, together with those of parents and other early years settings which children attend, in order to track and assess children's progress. She has quickly established very systematic arrangements to use these records to identify and plan for children's continued learning, so helping to promote extremely good levels of progress towards the early learning goals identified within the Early Years Foundation Stage.

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

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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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