

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY385896
<b>Inspection date</b>	04/06/2009
<b>Inspector</b>	Noreen Elizabeth Appleby
<b>Type of setting</b>	Childminder

## 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.

## **Description of the childminding**

The childminder has been registered since 2008. She lives with her husband and their two children, aged four and seven years, in Delves Lane. All ground floor rooms are used for childminding purposes. Children also have access to a secure outdoor play area at the rear of the property.

The childminder is registered to care for a maximum of four children aged under eight years, of whom no more than two children may be in the early years age group. There are currently two children aged three and four years on roll. Both children attend on a part-time basis. The childminder also makes provision for children older than the early years age group, for which she is registered on the compulsory part of the Childcare Register.

She is a member of the National Childminders Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The childminder demonstrates a very strong commitment towards her role. She highly values and respects the children as individuals, recognising their diverse needs exceptionally well and striving to meet these consistently through her impeccable practice. She acts as an inspirational role model, fostering a fully inclusive environment. As a result, children have a very positive attitude towards diversity, demonstrating respect for one another, valuing their individual thoughts and ideas and developing confidence and high self-esteem. Their welfare, learning and development requirements are very well met. Robust and rigorous self-assessment systems enable the childminder to continually evaluate her practice and identify targets for future improvement as she strives for professional excellence.

## **What steps need to be taken to improve provision further?**

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

- continue to develop observation and assessment systems to ensure children are continually challenged and extended and to methodically track their progress across all six areas of learning.

## **The leadership and management of the early years provision**

The childminder's home is extremely well organised. The ground floor rooms and the garden provide stimulating and inviting play areas which contain a rich and exciting range of toys and resources which children explore enthusiastically. Excellent use is made of daily outdoor activities and regular outings to enhance children's learning and enjoyment.

A broad range of comprehensive policies and procedures verifies that the childminder is very strongly committed to fully promoting the care and welfare of children. Rigorous risk assessments are frequently carried out and daily checklists are consistently used to ensure all indoor and outdoor areas are safe and secure. The childminder demonstrates an excellent understanding of Local Safeguarding Children Board procedures. She is fully aware of the signs and symptoms of abuse and has in-depth procedures identified to promptly address any concern as it arises. This ensures children are fully protected.

The childminder values excellent working relationships with parents and carers. An informative introductory prospectus and a broad range of formal policies and procedures keep them admirably informed of the childminder's superb routines, which take full account of children's individual needs. Posters, booklets and legal information, such as the childminder's registration certificate, public liability insurance and Ofsted contact details, are displayed in the entrance porch to keep parents and carers fully updated. In addition, children's journals are used daily to consistently provide a very thorough two-way sharing of information, thereby ensuring children's changing needs are excellently met and keeping parents and carers up-to-date with their child's learning and progress. Verbal feedback is also used at the end of the day to effectively support the partnership. Written questionnaires are completed by parents and carers as a means of the childminder continually reviewing and improving her practice. Extremely positive feedback has been received, confirming the parents' and carers' views regarding the admirable service the childminder provides.

The childminder has completed an extremely thorough self-evaluation, which she reviews and updates regularly as her practice improves. She is dynamic and proactive and has attended numerous training courses including Early Years Foundation Stage (EYFS) training, Child protection, Diversity and First aid. She has identified her future training needs and is currently working towards an NVQ level 3 qualification in Childcare, Learning and Development. She is extremely enthusiastic and very strongly committed to continually developing her role in order to promote excellent outcomes for children.

## **The quality and standards of the early years provision**

Children enjoy a superb range of activities across all six areas of learning, including regular activities which teach children about diversity and the wider world. The childminder demonstrates a good knowledge of the Early Years Foundation Stage framework and she makes excellent use of personal reading to further enhance her knowledge and skills. She works very closely with parents, carers and relevant professionals to establish what children already know and can do and to plan rich and varied activities which stimulate each child individually, taking into account their personal interests and current themes in the day nurseries they attend. This motivates children to learn and consolidates their prior learning. Progress files have been set up for each child and the childminder uses pictorial evidence and observations to document their achievements. She has requested further training and is currently improving formal planning and assessment systems to monitor

children's progress more effectively across all six areas of learning. This ensures children are continually challenged and extended and planning consistently supports the next steps in their learning.

Children are extremely happy and settled in the childminder's care. They have developed strong bonds with the childminder through their close, caring relationship. They say that they love coming to the childminder's house and playing with their friends. The childminder interacts wonderfully well with the children, asking and responding to questions, providing clear explanations and reinforcing key vocabulary to enhance children's learning and development superbly. Excellent behaviour management strategies are used to reinforce children's obvious respect and consideration for adults and peers. They play beautifully together, making suggestions, listening to each others ideas and negotiating as they play cooperatively with one another. The childminder allows them time to initiate, develop and extend their self-chosen activities and she interacts to promote discussion, provide challenge and extend their learning when appropriate to do so.

Children confidently solve problems, dress-up and enact imaginative role play scenarios, sometimes using numbers and counting as part of their play. Their creative skills are greatly enhanced by rich art and craft activities, such as using a very good range of natural and man-made materials to create collage pictures. They are developing a strong appreciation for books through daily story times and they are learning to make marks and form recognisable letter shapes as part of their regular play. They demonstrate very good language and communication skills as well as gaining a strong knowledge and understanding of the world as they talk enthusiastically and descriptively about things that interest them. For example, they use complex words and language to explain that they watched the farmer using his tractor to prepare the land and then sowing the seeds. They describe how plants grow and are harvested ready to eat and they link this with a current activity when they planted tomato seeds. They talk excitedly about watching the plants grow and looking forward to picking and eating the tomatoes.

Children's welfare is magnificently promoted. Documentary records are excellently organised to support the childcare. All are up-to-date, competently maintained and readily available for inspection. Comprehensive policies and procedures support children's individual needs superbly and protect them from infection. The childminder maintains accident and medication records effectively. She holds a valid first aid certificate, which enables her to handle children's minor injuries competently. In addition, she has undertaken further training to support children who have allergies or food intolerance which may lead to anaphylaxis. Children are learning how to keep themselves safe as they use effective road safety routines when walking out of doors with the childminder or as they practise regular fire drills. They are encouraged to follow thorough hand-washing routines before eating and after using the toilet and they clean their teeth after lunch. The childminder has registered with the Dairy Council and makes excellent use of posters, leaflets and worksheets to help children to learn about nutritious foodstuffs and healthy eating, including multi-cultural cooking customs. Excellent outdoor activities also help them to develop physical skills and coordination, which in turn contributes effectively towards their good health.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met