

Inspection report for early years provision

Unique reference number	EY417694
Inspection date	27/04/2011
Inspector	Carol Cox

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 registered in October 2010. She lives with her husband and two adult children in Bridgwater, Somerset. The ground floor of the childminder's home is used for childminding, there is a secure rear garden for outdoor play. The family have two pet guinea pigs.

The childminder is registered on the Early Years Register to care for a maximum of six children under eight years, three of whom may be in the early years age range, of these, two may be under one year of age at any one time. She is also registered on both the compulsory and voluntary parts of the Childcare Register and may offer care to older children. The childminder currently cares for three children in the early years age group. She holds a level three childcare qualification and has many years of experience caring for children from a previous registration as a childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets the individual needs of children extremely well. She uses her expertise and experience to build strong partnerships with parents and others who may be involved in caring for minded children. Her commitment to ongoing professional development means that her practice is extremely well informed and reflects current guidance. The childminder has an excellent knowledge and understanding of how children learn and is sensitive to the interests of each child, thus, children make exceptionally good progress in relation to their starting points.

What steps need to be taken to improve provision further?

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

- extend the range of ride-toys for garden play

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded because the childminder has a comprehensive understanding of child protection issues. She has experience of working closely with other agencies to secure best outcomes for children. There are highly detailed and clearly written policies and procedures in place which follow the guidance of the Local Safeguarding Children Board and are shared in writing with parents. She takes stringent measures to protect children from unsupervised contact with adults who are not checked. Parents are asked to identify those

authorised to collect children and passwords are used for emergency situations. The childminder makes meticulous risk assessments of all aspects of her provision and has a clear understanding of the need to inform the regulator of any significant events or changes which may impact on minded children. Her home is spacious and child friendly, her garden large and safe so children enjoy freedom to move around and explore. Children enjoy playing with a wide range of resources and toys carefully chosen to promote and challenge their learning. The childminder always considers the individual interests of children, for example finding rotary and revolving toys for one child and setting out a treasure basket for another. She maintains beautifully detailed and illustrated records of children's achievements and development which clearly demonstrate their individual progress. Children are highly valued as unique individuals. The close relationships developed with parents mean that children's individual needs are recognised and inform their care, learning and development needs. For example, the childminder has failed to access books in one child's home language so with the help of parents she is making dual language books. She has learned some words in the child's home language and will continue to develop her vocabulary to support him. Children observe and discuss the people they meet on their regular trips in the local community. The childminder gets to know families well and is flexible to their changing needs, adapting to changing shift patterns when needed.

The childminder is extremely well organised and structures her practice in line with the guidance of the Early Years Foundation Stage framework. She shares all her policies and procedures in writing with parents. She is aware of the benefits of working in partnership with other services and has previous experience of liaising with key persons at a local pre-school to act as a link with a child's family. She has made a formal self evaluation of her setting and identified areas for further development. For example, continuing to access resources for children who speak English as a second language and extending the range of ride-on toys for garden play. The childminder is highly committed to continuous improvement and regularly attends training to enhance and extend her professional skills. She is proactive in approaching other services to find particular resources or seeking guidance from parents to fully understand the cultural and linguistic needs of children. She has a clear vision to offer excellent care for children and she shares this with parents in her portfolio. Children make extremely good progress in her care and flourish in the childminder's attention to detail and obvious joy in caring for them.

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

Children make extremely good progress in relation to their starting points. The childminder has a very good knowledge and experience of providing opportunities for children to learn through play. She makes detailed observations of children's play and achievements and uses these to identify their next steps in learning and plans accordingly. For example, she has noticed that a young baby loves shiny objects and sets out a treasure basket filled with exciting objects. The baby excitedly rummages and finds a string of sparkly beads which she runs through her

fingers and waves about. The childminder explains how she observes children closely and follows their lead to extend their learning through their chosen play. For example, the baby finds bells to shake and the childminder joins in with a set of her own and sings songs, the baby is entranced and tries to copy the rhythm. When pressing buttons on technology toys the baby makes music and sounds. When she makes a dog bark the childminder finds a picture of a dog in a book, the baby examines this closely and barks herself! The baby is making very good progress physically. The childminder carefully chooses toys to encourage her to move around. She stands unaided and cruises confidently around the furniture, chuckling delightedly when the childminder crawls around the floor to chase her! Children's learning is extended in all areas and their achievements recorded in beautifully illustrated pathway profiles. These are shared regularly with parents who are thrilled to see the progress made and activities enjoyed by their children. Children enjoy opportunities to experience other settings when attending toddler groups where they begin to socialise with others and benefit from a wide range of resources and activities. They enjoy outings in the local community and join up with a local childminder and her children to share their explorations and fun.

Children are very settled in the childminder's care and show a great sense of confidence and security. They happily play independently and seek warmth and comfort from the childminder. They benefit from her close relationships with parents to identify their individual care and learning needs. Children sleep in line with their home routines and enjoy watching the fish tank while dozing off in their buggies. The childminder has a good knowledge of food and nutrition and is happy to share this with parents. Children take part in fire drills regularly and the childminder talks to them about road safety even before they are able to walk. The childminder has a very positive approach to helping children behave well, they generally behave very well. She has stringent procedures in place to record medication and accidents and shares records with parents who sign to confirm the information. Children develop very good skills for the future, they are confident and excited explorers who have a passion for learning at a very early age.

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

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