

Inspection report for early years provision

Unique reference number	EY314717
Inspection date	04/05/2011
Inspector	Angela Howard

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 2005. Her husband is also a registered childminder. She lives with her husband and son aged six years. They live in Clipstone, on the outskirts of Mansfield, close to shops, parks, schools and public transport links. The whole of the childminder's home, excluding the second floor is used for childminding. There is a fully enclosed play area available for outdoor play. Care is offered Monday to Friday over 46 weeks of the year, excluding bank holidays. The childminder is registered to care for a maximum of six children at any one time and this number rises to 11 when both childminders are working together or an assistant is present. She may provide overnight care for three children. She is currently minding ten children in the early years age range. She also offers care to four children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association. She is an accredited childminder who is currently in receipt of funding for early education for three and four-year-olds and is an accredited Language Lead in the Nottinghamshire area. She holds an appropriate early years qualification to level three and is currently working towards a foundation degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children clearly thrive and make rapid progress in this loving, family environment that truly recognises their uniqueness and individuality. The childminder is strongly committed to inclusion and all children are able to fully participate because of the highly skilled way in which activities are adapted to meet their individual needs and learning styles. 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.

What steps need to be taken to improve provision further?

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

- enhancing the process of self-evaluation to involve parents and children in the future development of the service.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an excellent knowledge and understanding of child protection and the procedures to follow. All members of her household and any assistants are suitably checked and she ensures that details of any visitors are

rigorously recorded. Risk assessments are excellent and are supported by a robust system of daily checks that ensure all areas and resources used by children remain safe. An extensive range of policies and procedures provide prospective parents with detailed information, covering all aspects of the childminder's practice. Children independently select from an excellent range of toys and resources that are of exceptional quality. The childminder provides a wealth of exciting learning opportunities equally indoors and outdoors which inspire children's imagination and encourage them to learn in a fun way. This encourages children to be very active learners and has helped the childminder to identify that they behave quite differently inside and out. The childminder has a high regard for creating an inclusive, enabling environment, where children are valued as individuals. Children have a very strong sense of belonging and have a very close bond with the childminder, helping them to feel extremely settled and secure. The childminder uses a vast array of high quality equipment to adapt and encourage children's participation. She has a 'sand snake' which creates the feeling when wearing it of a hug with no physical contact for children who experience physical contact difficulties. For young children who are at the stage of a projectile schema she provides balls of different sizes and textures and a Velcro target board to accommodate this stage of children's development. There are an excellent range of resources to help children learn about the wider world and to celebrate the differences which make us all unique. For example, books show photographs of children with different abilities from all around the world playing together. Dual language books show children that all languages have value and books about topical issues such as bullying are used to stimulate discussion and awareness of others very skilfully.

Partnerships with parents are excellent, which contributes immensely to the children's overall wellbeing. Ongoing daily verbal communication and very informative written records, observations and assessments ensure parents are kept extremely well informed about their child's care and learning. Children are clearly benefiting from this and are highly motivated and settled in response. A dedicated website with a secure password system allows parents the ability to access confidential information when they need to. Close working links are established with an extensive range of professionals to ensure developmental concerns do not present barriers to children's progress and enjoyment. The childminder is an Accredited Lead on Language and as part of this role is required to disseminate what she has learned to other professionals. She has innovatively begun to include 'hints and tips' in her newsletter for parents to help them develop children's communication skills at home. Parents state 'the care our child receives is second to none', 'it is a home-from-home environment', 'individual needs are met exceptionally well' and 'my child has flourished and enjoys every day'. Excellent self-evaluation methods include accurate assessment of the setting's strengths and areas to improve. The childminder is continuously looking for ways to further strengthen the active contribution of parents and children in the process of self-evaluation. However, this is not yet fully embedded. The recommendations from the last inspection have been robustly addressed and there is an ongoing action plan for improvement.

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

The childminder provides an excellent range of activities and gives children outstanding support, which enhances superbly their overall development and learning. Children are extremely confident from a very young age, share ideas with their peers and all ages play together harmoniously. Children use self-registration using photographs to show 'Who is in the house today', which gives children an incredible strong sense of belonging, security and value. To encourage children's exploration skills, wonderful innovative ideas are used, such as the use of a wicker den at the allotment, which has morning glory growing over it and the floor is camomile lawn to stimulate children's senses. Children are developing an excellent range of skills necessary for their future learning and development. When the children play, conversations flow freely which helps to develop spoken language and enhance vocabulary. The environment is exceedingly rich in signs, symbols, notices, words and books to support children in developing confidence and a superb disposition to become competent in communicating. There are lots of small, intimate areas where children can sit together and share ideas and thoughts, sit alone pondering or observing others at play where they feel safe and cosy. They access a reading pod outdoors, go under canopies inside and outside and sit in wonderful cushioned rest areas. Outdoor play is planned for in an excellent manner. For example, the community allotment is an excellent resource, which is used to provide hours of interest and exploration, such as the change of seasons, names of trees and berries and learning about the world around them as they are involved in growing and caring for an abundance of plants. The childminder is extremely skilled in covering the six areas of learning in this one area, introducing new vocabulary, such as naming plants and animals/insects and encouraging children to describe what they see, smell, feel and taste. There are lots of discussions regarding shape, size, texture and colour. Children retell a favourite rhyming story with such exuberance that it is infectious and, as a result, other children join in as they play. Toddlers sign the story and repeat the last word of the sentence from memory and with great excitement. Older children join in as they play in the water with first class accuracy, re-telling the rhyming story to themselves. Children sing songs with gusto, doing elaborate actions and singing loudly words they know and love. Children develop to their full potential because of outstanding early years practice. The exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well.

Children are learning exceptionally well about consequences and how they can affect the lives of others. They show immense respect and kindness and are extremely well behaved. The childminder practises emergency evacuation and encourages children to think for themselves about keeping safe as they play. Children learn about the importance of being healthy and become independent in attending to their personal care needs from an early age. The childminder uses innovative ideas to reinforce the importance of keeping healthy. For example, the children sing a song about hand washing to reinforce this very important message. They have two mottos including, 'just because you can't see the germs doesn't mean they don't exist' and for coughs and colds, 'catch it, bin it, kill it'. Children

have a wealth of opportunities to engage in physical activity daily and take part with gusto in jumping, climbing and running games. They very skilfully propel a 'hamster wheel'. They stand upright in the wheel and have to keep their balance to make it move across the ground. This takes great skill and confidence as you cannot see where you are going. This contributes to their excellent health and helps them gain increasing control over their bodies. Children eat extremely appetising meals and snacks and have regular drinks throughout the day. They flourish in the excellent care provided and the positive experiences help them to develop exceptional skills for the future.

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