

Inspection report for early years provision

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| Unique reference number | EY279307 |
| Inspection date | 13/10/2011 |
| Inspector | Carol Johnson |

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| 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 2004 and lives in Oswestry with her partner, an adult child and two younger children aged 17 and 13 years. The whole of the ground floor of the childminder's home is used for childminding purposes. Access to the childminder's home is via one step to the front of the house and two at the rear. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is part of an approved childminding network and receives early education funding for three and four year olds. The childminder is registered to care for a maximum of six children at any one time. She is currently caring for two children in the early years age range. She also offers care to children aged five years to 11 years.

The childminder is a member of the National Childminding Association and has a degree in Health and Social Care and a certificate in Early Years Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with a high quality of care and are flourishing within a fully inclusive and welcoming environment. Children's individual needs are extremely well met because the childminder is aware of their interests and abilities and ensures that important information is regularly exchanged with their parents. She is highly committed to working in partnership with other providers, organisations and services to promote the learning and well-being of all the children attending. The childminder is constantly and effectively reflecting on her practice to improve her service and shows a very strong capacity for continuous improvement.

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 strategies that help children to make choices and express preferences about their play and activities.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded. Safety is prioritised and comprehensive systems are in place to identify and minimise potential risks. The childminder demonstrates an excellent knowledge and understanding of child protection procedures and shares her safeguarding policy and procedures with parents. Consequently, they are very clear with regards to her role and responsibilities in

protecting children. All adults in her home are suitably vetted and children are not released into the care of unknown individuals.

The childminder demonstrates, through her enthusiasm and professionalism, that each child is valued and special. She has exceptionally high aspirations for quality and uses continual reflective practice to help focus on any areas for improvement and achieve her aims. Many improvements have been made since the childminder's last inspection and she is continually looking to enrich the service that she provides. For example, by creating wildlife and sensory areas in her garden, the childminder has enhanced children's enjoyment and learning potential when they play outside. The childminder is constantly reviewing her training needs and is proactive in seeking and obtaining knowledge, advice and support. She has attended a wealth of training courses and successfully uses this learning to enhance her already excellent practice. She regularly meets with her network co-ordinator and other childcare professionals to discuss and share good practice. Children's learning and play opportunities are maximised because space throughout the childminder's home is thoughtfully utilised. There is plenty of room for children to comfortably play and rest and they have access to an abundance of stimulating toys and equipment.

Children are settled and secure because very strong partnerships have been established between the childminder and their parents. Regular communication with parents about home routines and family practices means that a common and consistent approach is adopted. Parents are provided with high quality information about the provision. This includes an extensive range of regularly reviewed and clearly written policies and procedures. Photographs, examples of children's work and shared learning and development records keep parents informed and help to form a picture of each child's progress. The childminder is highly committed to working in partnership with others and successful links have been forged with other settings that some children attend. Consequently, coherence and consistency of care is assured. The childminder is not currently caring for any children with special educational needs and/or disabilities or those English as an additional language but has excellent systems in place should she be asked to do so.

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

Children's welfare is promoted extremely well and they are making exceptional progress in all areas of learning. They show a strong sense of security and feel safe within the setting. Children are keen to attend and participate in activities and this is because the childminder knows about their needs, preferences and interests and makes learning fun and relevant. They show high levels of curiosity and are developing into active and inquisitive learners. The childminder extends their communication skills through asking open-ended questions and she encourages them to come up with solutions to problems. Children display exceptional levels of self-esteem and independence and happily play, both on their own and with others. Toys are stored in various places throughout the childminder's home and many are stored in clear boxes so that the contents can be easily seen. However, children's independent choices are potentially impeded because some children may

not know about all her resources or may have difficulties expressing their wishes. Consequently, the childminder has expressed a desire to create a picture catalogue of all of her toys.

Children display excellent behaviour and the childminder provides them with a very positive role model to follow. She is kind, calm and caring and encourages them to show care and respect for others. Diversity is actively celebrated and successfully used to enrich the learning environment. Children are learning about the wider world through looking at maps of places they have been or where their family live. They participate in activities based around various religious and cultural festivals and enjoy easy access to an array of resources that portray positive images of diversity. The childminder takes great care to ensure that all children are included in activities and adapts experiences as necessary to meet the individual needs and interests of the children attending.

Children's good health is promoted very successfully. They have innovative opportunities to engage in a wide range of physical activities and enjoy a wide range of healthy meals and snacks. Growing activities are thoughtfully used to help children learn what plants need to grow and to encourage them to try new foods. Children show an exceptional understanding of the importance of following good personal hygiene routines. They know why they need to wash their hands and the childminder has taught them do so thoroughly. Children's safety is afforded a very high priority. They are learning to take responsibility for their own safety and show an awareness of some potential risks. The childminder teaches children about road safety and this is routinely practised and reinforced on outings. Also, they take part in regular fire drills and these ensure that children know what to do in the event of a fire.

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

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| 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

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| 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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| 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

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| 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