

Inspection report for early years provision

Unique reference number	EY392102
Inspection date	13/10/2009
Inspector	Kristin Hatherly

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2009. She lives with her partner and two children aged 8 years and 3 years in Brixworth, Northamptonshire. Local amenities are nearby. Minded children have access to all of the downstairs. There is a secure garden.

The childminder is registered on the Early Years and Compulsory Childcare Registers to care for five children at any one time. She is currently caring for four children after school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are extremely well met and they make very good progress, given their age and starting points, in their development and learning. The childminder promotes an inclusive environment where all children feel valued and diversity and disability is promoted. Very effective partnerships with parents ensure that the childminder fully understands each child's needs and developmental stage to enable her to successfully care for them. Children play and learn within safe boundaries and enjoy being together. All the required policies, procedures and records are in place and are completed appropriately. The childminder is pro-active in reflecting on her practice in order to identify the settings strengths and priorities for development that will improve the quality of the provision 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:

- develop snack menus to include a wider variety of food.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through clear procedures that ensure their welfare is promoted at all times. The childminder has experience of and a very good understanding of child protection issues and keeps appropriate information to access should she have any concerns about a child. Her knowledge and understanding of how to effectively safeguard children, ensures the welfare of every child remains of paramount importance. The childminder carries out comprehensive risk assessments regularly and ensures these are reviewed regularly to maximise children's safety. The emergency evacuation plan and procedures are clearly on display and fire evacuation drills are carried out regularly and recorded. As a result children are cared for in a safe environment. The records

are stored securely and confidentiality is maintained at all times.

The quality of the environment and space is very good and the childminder supports learning very well. Thus children are purposefully engaged in a varied range of fun and interesting learning activities which cover all areas of learning and promote equality of opportunity throughout the curriculum. She is extremely well resourced with furniture and equipment meets the needs of all children The childminder works very well with parents and other carers in order to help her to get to know children and plan carefully for their individual development.

The partnerships with parents contributes very well towards promoting children's achievements and good progress. The childminder provides newsletters, written and verbal feedback and parents are encouraged to record observations of their children. They also complete questionnaires regularly to assist the childminder to reflect on her practice and ensure she is meeting the individual needs of the children. The childminder also liaises well with other settings to ensure continuity of care and learning for the children.

Equality and diversity is extremely well promoted throughout the curriculum and she takes this responsibility seriously, encouraging children to develop a good understanding of these issues, according to age and stage of development and awareness. For example, they celebrate a variety of festivals and enjoy a good range of resources depicting diversity and disability. The childminder has experience and understanding of children with special needs which ensures they are cared for appropriately. All children are treated as individuals and the childminder ensures that every child has equal chances and opportunities to reach their full potential.

Policies and procedures very effectively promote children's welfare overall and are shared with parents. The childminder has an extremely good understanding of the importance of reviewing and reflecting on her practice. She has Child Evaluation Forms for children over five years, Parent Evaluation Forms which they complete one month after they start and then six monthly. The childminder also completes the Ofsted Self-evaluation Form on line and understands the need to review regularly which she does in any case through her evaluation forms for parents and children and her evaluation of activities. All of which is used to plan for improvement in the provision for children. She maintains clear records of children that are used appropriately to promote children's health and safety.

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

The childminder has profiles for each child that include Individual Learning Journeys, observations which are fully assessed and photographs all of which are used to identify learning priorities for individual children and their next stage of learning. These are clearly linked to the planning to show how the activities will be used to enable individual children to progress fully.

Children are encouraged to share and take turns, for example at snack time, taking

turns to pour their drinks, with an older child pouring a drink for a younger child. They develop confidence and self-esteem through the encouragement and good interaction of the childminder. Children are encouraged to ask questions and explore media and material and take part in activities relating to diversity such as making clay candle holders for diwali candles. Conversation is encouraged and there is a dedicated writing corner with books easily accessible to encourage children's language development. Children count spontaneously during activities and solve simple problems, such as, when helping to put out cups and plates at snack time; "how many do you need". Children feel safe and secure within the childminder's care and demonstrate this as they respond well to her warm, caring praise and personal acknowledgement of each of them. They know that if they run around they may get hurt i.e. by treading on small world toys etc and for this reason, they are encouraged to help tidy up thus becoming aware of personal responsibility with regard to personal safety and that of others. They walk to and from school, discussing road safety and play on large equipment in the garden to develop their physical health. Children enjoy a variety of arts and crafts using their imaginations creatively.

Resources are very well used to maximise children's learning potential. For example, toys and resources are freely available both indoors and out, and the furniture and equipment is suitable for children of all ages and stages of development.

Children are encouraged to keep themselves healthy and safe because the childminder helps them to develop good hygiene habits such as washing their hands and brushing their teeth. They use paper towels to dry their hands which helps to prevent the spread of infection. Children are well behaved because they are well occupied and learn good self-discipline and consideration for others from the childminder's good role modelling and interactions.

The childminder encourages children to have a healthy attitude towards food because she provides a variety of fruit at snack time, although there is less choice of other food. She gathers comprehensive information from parents about children's dietary requirements and this ensures children eat safely. The childminder provides an inclusive environment where each child is valued and clearly relaxed and comfortable in her care. Diversity is extremely well promoted through activities and resources, so children begin to develop an all round knowledge and understanding of the world.

The partnership with parents contributes very well towards promoting children's achievements, good progress and ensures she is meeting the individual needs of the children. Parents comment that children are confident, enjoy working towards targets and the childminder is consistent and provides fantastic support. All of which helps to ensure children reach their full potential.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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