

## Inspection report for early years provision

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<b>Unique reference number</b>	EY290555
<b>Inspection date</b>	19/03/2009
<b>Inspector</b>	Andrea Ewer
<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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 registered in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children up to the age of eight years at any one time. She is currently caring for six children in the early years age range for various hours and days and two older children out of school hours.

She lives with her husband and two children aged eight and three years in a house in Brackley, Northamptonshire. There are a number of community facilities within walking distance of the house. The childminder has use of a car during the day.

Care is provided on the ground floor which includes the lounge and dining area, playroom and cloakroom. Children share access to the fully enclosed garden for outdoor play.

The childminder is a member of the National Childminding Association and holds an National Nursery Education Board (NNEB) qualification and is currently working towards the National Childminding Association Quality First, quality assurance scheme.

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

Overall the quality of the provision is outstanding. Children make exceptionally good progress towards the Early Learning Goals and their individual needs are met. The childminder has high aspirations for each child and is committed to providing high quality care and play experiences that builds a secure foundation for their future learning. The extensive monitoring and evaluation of the provision is used to effect consistent and continuous improvement to promote outcomes for children successfully. Exemplary partnerships between parents and others involved in the care and education of children being cared for ensures an integrated approach to children's welfare, learning and development, given their age, ability and 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:

- develop the use of self-evaluation to further improve outcomes for children.

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage and implements them confidently to promote outcomes for children successfully. Subsequently children

make excellent progress towards the early learning goals and their welfare is promoted very well. The extensive use of self-reflection is used to monitor and evaluate the provision. Annual questionnaires are completed by both parents and children to obtain their views and the information obtained is used by the childminder to develop her practice. The childminder continues to attend training to enhance her skills and keep up-to-date with current best practice. Since the last inspection, she has attended training workshops in food hygiene, Introduction to the Early Years Foundation Stage, Safeguarding Children and Assertiveness: Working with parents.

Comprehensive policies and procedures which underpin all aspects of the childminder's practice is fully inclusive for all children who attend. Thorough records of children's achievement based on their starting points and capabilities are used to monitor their progress towards the early learning goals, identify their next steps and plan for individual children's learning and development. Children's records of achievement which parents contribute to are shared regularly and support parents to continue children's learning at home. The use of daily diaries that both the childminder and parents complete, contributes to the excellent partnership with parents, and promotes a consistent approach to children's welfare and learning. Many written comments from parents show they value the high quality care and learning experiences their children receive and shows their appreciation of the highly effective home-school link the childminder provides. As well as sharing information about children, their key worker from pre-school visits children in the childminder's home and the childminder obtains information about planned activities and how they teach older children to read and write so she can support them effectively during their time with her. This positively supports an integrated and cohesive approach to children's care, learning and development and ensures they achieve as much as they can in relation to their starting points and capabilities.

Robust safeguarding procedures ensure children are protected from harm or neglect. The childminder has a secure understanding of the signs and symptoms of child abuse and her responsibility in protecting children. Extensive risk assessments show how potential hazards are minimised in the home, outdoors and during outings, and support the visual checks carried out continuously throughout childminding hours.

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

Children's welfare, learning and development are promoted exceptionally well which ensures they make excellent progress across all areas of learning. They participate in a rich balance of stimulating adult-led and child-initiated activities that meets their play and development needs and the childminder uses her extensive knowledge of child development to organise her time, space and resources to help children become active learners. Very well thought out records of children's achievements, that link clearly to development matters are used to carefully plan the next steps for individual children and are shared with parents who also contribute their observations and photograph's. Consequently children make significant gains in their learning and develop skills that contribute to their

economic well-being. Children become confident in their own abilities as the childminder allows time and space for them to explore. For example, they attempt to thread the laces through the holes in the stencils and the childminder allows them to try before helping them and praising them for doing well. Children share positive relationships with the childminder who they approach to join their games in the confidence that she will respond warmly. For example, children thoroughly enjoy outdoor play where they use their imagination well to mend the car using the tools and telling the childminder that they are 'doing' the wheels now, checking the oil and filling the container from the water tray to wash the car. Children are gaining a very good understanding of problem solving, reasoning and numeracy. They count regularly, sing simple number songs and organise pictures of making a pancake into the correct sequence. Children freely access mark making materials where they happily draw pictures and write letters which helps to develop their early writing skills. They start to make sense of the world as they dress in reflective jackets and builders hat to drive the digger around, picking up soil as they go.

Children are all fully included and start to appreciate diversity. They play with toys that show positive images of people from a range of backgrounds and with differing abilities and actively participate in activities to celebrate their own and the cultural festivals of others. They order food from the Chinese restaurant and eat it with chopsticks as part of celebrating Chinese New Year, make diva lights for Diwali and make cards and presents for their family for Mother's Day and Christmas. Children respond very well to the childminder's high expectations for their behaviour. They understand what is expected of them and are able to make a positive contribution to their care and learning. For example, they have many opportunities to make choices about their day and children suggest activities that are included in planning.

Effective measures are in place to eliminate the risk of accidents and written policies and procedures such as health and safety are implemented robustly and with a high level of consistency. The childminder helps children to keep themselves safe as she reminds them to make sure their cup of tea is not too hot during role play. Very good hygiene standards are maintained throughout the home and children learn simple good hygiene practises that maintain their good health. Records of accidents and medicine are accurately maintained and written consents that support the childminder to maintain children's good health are all in place. The childminder holds a current first aid qualification, has a well-stocked first aid kit and implements her written illness policy which ensures children are cared for appropriately if they become unwell.

## 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>	1
<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

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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.