

Inspection report for early years provision

Unique reference number	EY344919
Inspection date	02/02/2011
Inspector	Angela Hufton

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 2006. She lives with her partner, pre-school child and three school-aged children in Mapperley Park, Nottingham. The home is accessed via a set of steps.

All of the ground floor of the home is used for childminding with toilet facilities in this area. There is a fully enclosed area available for outdoor play. The family has a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Child Care Register.

She may care for a maximum of four children under eight at any one time of whom one may be in the early years age group. She has an exception to care for two named early years children. She is currently caring for two children in the early years age group on a full-time basis and six children in the older age range, all on a part-time basis. She is a member of the National Childminding Association. The Childminder also takes part in the quality assurance scheme - Family Childcare Environment Rating Scale (FCCERS) and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent knowledge of each child's individual needs, gained from highly effective partnership working, ensures that the childminder promotes all aspects of children's welfare and learning with immense success and recognises and values their uniqueness. The childminder has a thorough knowledge of child development and how to plan in line with children's individual needs, interests and next steps, alongside creating a highly accessible and stimulating environment. This means that children make excellent progress in their learning and development. Highly effective measures ensure children's safety and well-being is promoted at all times. The childminder has thorough systems in place for evaluating her practice and continually making improvements which have a highly positive impact on the outcomes for 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:

- revising the targets identified for improvement to more clearly identify the success in improving outcomes for children.

The effectiveness of leadership and management of the early years provision

Extremely well organised and effective systems, policies and procedures underpin this exemplary setting and ensure children are safeguarded at all times. The childminder has up-to-date knowledge of child protection procedures and fully understands her role and responsibilities. This is further enhanced by having the referral chart, leaflets and contact details for the relevant agencies on hand for reference should they be needed. Children's welfare is very well promoted in a safe, child-friendly environment. Children's safety is given paramount priority and the childminder uses equipment effectively to ensure children play safely and freely throughout the setting. For example, the use of door buffers ensures there are no trapped fingers. Safety gates restrict access to stairs and the kitchen. Resources more suitable for older children are safely stored away from toddlers.

Comprehensive and effective written risk assessments cover all areas of the home, garden, trips and outings in detail, ensuring any identified hazards are made safe or eliminated. In addition, a daily checklist is completed early morning so that everywhere is safe and ready for children's arrival. All documentation to support children's welfare is maintained to a very high standard and reviewed regularly.

The childminder is very professional about her service and is highly committed to the continual improvement of her setting. This is clearly demonstrated through her detailed self-evaluation, reflective practice and the high quality grading through FCCERS. She has many targets to improve the setting, such as through accessing professional development and training. The childminder is identifying ways to prioritise development and assess the impact on children's progress. The many letters and cards from both children and parents, past and present, demonstrate the very warm and open relationships they have. Parents letters demonstrate their utmost satisfaction and recognise the excellent quality care their children receive. The childminder has developed a booklet to provide parents with information about the Early Years Foundation Stage and has been asked by the local authority to share this with others as an example of outstanding practice. The childminder has effectively addressed the recommendation raised at the last inspection and has an extensive range of resources to promote diversity including a wide range of music and musical instruments from other cultures.

The childminder has excellent working relationships with the parents. She communicates with them verbally on a daily basis and through a comprehensive home diary so that they are kept fully informed and up-to-date with the activities their children take part in, along with their achievements and developing interests. Parents are able to contribute sharing what their child has done at home enhancing their progress. Through in-depth discussions and written information from parents, children's starting points are firmly established and supported. Effective settling-in arrangements, which fully recognise and support children's uniqueness and individuality, successfully aid their smooth transition into her care. The children's profile records clearly demonstrate their achievements and progress towards the early learning goals through written observations, assessments and photographic evidence. The childminder is very effective in preparing young children for their move up to the school nursery. For example, on visits to collect

older children from school, she takes them into the nursery classroom so that they become familiar with the surroundings and the daily routine.

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

The childminder is highly motivated, enthusiastic and passionate about providing children with maximum learning experiences that are fun and enjoyable. This is reflected in her child-orientated and very welcoming setting which is effectively organised, highly accessible and inviting for all age groups. The extensive range of good quality toys and resources are stored at child height in see-through plastic boxes and are circulated to provide maximum choice, while supporting children's individual likes and interests. For example, children have a clear interest in mirrors and they eagerly explore the different shaped ones, particularly delighting in a wobble mirror and trying to see their face in it. The childminder constantly talks to them about the various items. For example, she explains about the different musical instruments and children experiment making various sounds to accompany rhymes.

All children have a keen interest in books and stories. They choose their favourites and snuggle up close to the childminder to listen as she reads the story. They use props, such as, puppets. The childminder successfully extends children's understanding as she talks to them about colours and encourages them to count how many flowers on the page or if they can find the duck that is hiding. The playhouse in the playroom is extensively used to create stimulating opportunities, such as a spacecraft. Children are confident to engage in role play through the childminder's expertise in encouraging children to treat this as their special place. Children are supported to draw, write and make marks with various tools and mediums.

Children are very happy, settled and have a warm and trusting relationship with the childminder. They know all they say and do is truly valued and respected through the positive praise, encouragement and cuddles they receive from the childminder. As a result, children develop high levels of self-esteem and their behaviour is exemplary. Daily routines are flexible to ensure their individual needs are fully recognised and provided for. Children's rest and sleep patterns are individual to each child; they have settling down routines with music and stories and are closely monitored when sleeping to keep them safe. Time is then spent with other children to ensure they have individualised attention. The childminder is highly effective in promoting outdoor play. She truly recognises the importance of children's good health and well-being through plenty of fresh air and physical exercise. Robust hygiene procedures are followed and very young children fully understand the importance of washing their hands before and after meals. Children spend a lot of time in the garden where they have free access to a safe environment. Visits to the local parks and soft play centres ensure children develop their balancing and climbing skills in a very safe and controlled environment. They relish opportunities for tennis, at the Tots tennis sessions and benefit further at the Tots gymnastic sessions. These are skilfully planned into other outings to extend

children's awareness of the community and the wider world. Children experience an extensive range of learning opportunities, such as, trips to a nearby windmill or city farm.

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