

Inspection report for early years provision

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Inspection date	30/11/2009
Inspector	Julie Wright
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 has been registered since 1991. She lives with her husband in the town of St Austell. The rooms used for childminding include the whole of the ground floor and first floor bedrooms. There is a fully enclosed garden available for outdoor play. The house has ramped access to the rear of the property. Shops, parks, playgroups and a school are within close proximity of the home.

The childminder is registered to care for a maximum of six children under the age of eight years at any one time, of whom three may be in the early years age group. There are currently 10 children on roll, six of whom are in the early years age group. Overnight care is available for two children under the age of eight years at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is accredited to receive funding for nursery education. She is also registered with the County Council to provide short break care.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides a highly effective learning environment for children. They have a wonderful time and thrive in her exemplary care. Consequently, children make excellent progress in all areas of their development. The childminder has a wealth of childcare experience and ensures a thoroughly inclusive service to families. Partnerships with parents, carers and others are a key strength and make a significant contribution towards meeting children's individual needs. The childminder successfully strives for continuous improvement. She demonstrates a determined commitment to provide the best possible care and 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:

- develop further the outdoor play opportunities to extend the physical play challenges for children.

The effectiveness of leadership and management of the early years provision

The childminder has exceptional organisation skills which enhance the care of the children. Robust policies and procedures are in place and successfully implemented in practice. The childminder has an excellent understanding of safeguarding children's welfare. She is vigilant in her assessment of risks and thorough in her

measures to ensure safety for children at all times. The childminder is an exemplary role model and is highly effective in promoting excellent behaviour with children. They also develop an extremely good understanding of being safe and keeping healthy. All records and documentation are in meticulous order and reflect excellent organisation.

The childminder provides an excellent range of resources to support children and promote inclusion in every area. She carefully and thoroughly assesses each child's needs and abilities. This means that children always achieve and make consistently good progress during the well planned activities. For example, a variety of interesting jigsaws are readily accessible to engage children of different ages and capabilities. All areas are very safe and child-focussed so that children feel secure, happy and are highly stimulated as they play. The childminder shows excellent attention to detail as she plans for children's learning and development. For instance, numerous signs, labels and pictures are displayed so that children can see them. Children are readily included in the planning and preparations and their contributions are highly valued. The childminder successfully ensures that children develop very positive attitudes and good levels of self-esteem.

The childminder has excellent working relationships with parents and others to ensure inclusive and continuous care for children. A wealth of information is available to parents and they are involved in the assessments of their children's progress. Planning is clearly displayed, which keeps parents well informed of activities and events. Children's individual files contain extensive photographic evidence of children engaged in an excellent range of activities. Comprehensive details of their individual progress towards the early learning goals are also included. The childminder seeks parents' views on her provision and excellent feedback is available from them. Parents highly commend the 'excellent care' and 'extremely high standards'. They confirm that children are exceptionally well cared for, and that they are thrilled with all the photographs and reports.

The childminder has an exemplary knowledge and understanding of the Early Years Foundation Stage (EYFS) framework. She meticulously plans for children's individual progress and has an excellent awareness of their individual needs. The childminder continues to attend numerous training courses to update and further develop her practice. A rigorous approach to self-assessment is demonstrated and the childminder is robust in her evaluations of her practice. She reflects fully on all aspects of children's welfare and successfully identifies improvements to further enhance their care.

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

Children play exceptionally well together and are very happy in the childminder's home. They have lots of fun and thoroughly enjoy themselves as they explore and investigate. Children show high levels of understanding in their activities and are gently challenged by the childminder in their learning. For example, they carefully build together, using interesting construction equipment. They work out how many pieces are needed, consider what happens to the structure if someone 'lets go' and

enthusiastically describe what they are designing. Children have excellent concentration levels and focus fully until they finish the activity. They cooperate exceptionally well together, for instance, as they prepare to lift an object one of the children says 'one, two, three', and then they lift in unison. Children also play independently, making confident choices in what they want to do. They politely ask for particular toys or games that they would like to play with. The childminder conscientiously provides additional resources to complement their choices and enhance learning. Mathematical language is used throughout all activities to help children understand number, make comparisons and simple calculations.

Children are confident communicators and express their needs well. They learn simple signing with their hands and fingers, or use signs and pictures around the room to help them communicate. There are low level pictures to help children think about the 'rules', good behaviour and to choose resources. Time-lines are displayed so that younger children quickly understand the routines. Children see 'emotions' on a picture with different faces, which helps them to understand and talk about 'feelings'. They play exceptionally well with the role play resources, demonstrating excellent imaginations. For example, young children put on their 'work boots' and lie underneath the replica kitchen sink to 'fix it'. They talk together about 'emergencies' and what happens if there is a fire. Children confidently explain about the 'fireman' coming and know that the telephone number is '999'. As they play they continue to share ideas and make interesting comments or observations. For instance, children manipulate dough into shapes, such as 'sausages', which prompts a discussion about different foods. They know that if you eat a chilli pepper it will be 'very hot' and describe various tastes. Prior to their snack they use individual wipes to clean their hands. Children understand that they might get a 'poorly tummy' by putting 'dirty fingers' in their mouths. In response to this conversation they quickly add that the doctor will make them better. They show an excellent awareness of 'keeping safe' and 'being healthy' as they play.

Children take part in a wonderful range of innovative play opportunities. The childminder takes every opportunity to extend children's learning, in the home and on outings. As they prepare to go on a 'hunt' in the woods they consider the weather and decide what clothing will be best to wear. A camera is taken so that children can take photographs during their adventure. They love walking through the 'squelchy' mud and acting out a familiar story. Children are consistently involved in planning and decision making, which develops a strong sense of responsibility. The local garage is very interesting for children, they watch from a safe distance how the ramp works and what a 'mechanic' does. They visit the allotment to see vegetables, harvest them and later cook their produce. Learning is fun and spontaneous, for example, as the sun streams through the window the childminder takes advantage to make a game of 'shadow shapes'. In the garden children 'build' with wooden planks and use a long tube as a 'fire hose'. They introduce their own ideas, such as, pretending that the yellow rocker is a fire engine. The childminder has some outdoor equipment to promote large motor skills and plans to further develop her provision. Children develop very good coordination and spatial awareness as they play. For instance, during games that encourage them to hop, jump, balance and manoeuvre their bodies.

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