

Inspection report for early years provision

Unique reference number	156460
Inspection date	05/02/2010
Inspector	Jacqueline Allen
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1990. She lives with her husband and one child aged nine years in a residential area on the outskirts of Tiverton. She has five other adult children who no longer live at home. The whole house is used for childminding as children sleep on the first floor. There are toilet facilities on both floors and an enclosed rear garden for outside play. The house is close to several parks, a shop, community centre and nursery, which are all within walking distance.

She is registered on both the Early Years Register and both parts of the Childcare Register and may provide care for a maximum of six children under eight years. There are currently seven children attending within the early years age range. The family has a rabbit, bird aviary and goldfish.

The childminder has an NVQ Level 3 in Children's Care Learning and Development and a Level 3 Network Status on the Devon Childminding Network. She is also working towards renewing her Quality First Level 3 Quality Assurance Scheme with the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent knowledge of the Early Years Foundation Stage. She implements it extremely well, whilst incorporating meaningful partnerships with parents and other providers. This means that each child's individual needs are exceptionally well known and met and their uniqueness totally valued, which greatly enhances their care, learning and development. Self-evaluation is exemplary as she continually strives to improve the outcomes for children through attending a wide variety of training and reading to keep her fully informed, which leads to 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:

- develop further children's awareness of other cultures and festivals.

The effectiveness of leadership and management of the early years provision

Safeguarding is given the highest priority by the childminder who attends regular relevant training to keep her knowledge updated, and ensures children are safe. A comprehensive policy and procedure to follow if allegations are made against her supports her excellent practice, and is shared with parents. The childminder fully

includes children in all aspects of practising the emergency evacuation procedure, and records their queries, such as, why she brings a phone and why they cannot stop to put their shoes on. This depth of recording shows how children's awareness of their own safety is also being improved. This is further supported through their involvement with risk assessments, which again broadens their knowledge and understanding and improves their safety.

The childminder's training log is vast and very relevant. She shows absolute commitment to improving the outcomes for children through constantly reviewing her practice, records and knowledge. She sets aside time for reading to further improve her knowledge. Recent reading has included, for example, speech, language and communication, e-coli and farm park visits, autism spectrum and inclusion development. She works with the local authority and the National Childminding Association to improve her high standards and constantly reflects on her practice, as well as attending childminder support meetings and Ofsted updates. Self-evaluation is ongoing, as the childminder continually responds to new information. For example, parents have shared some information on baby-led weaning which has prompted her to search for more information, in order to support both parents and baby. She has also identified that other providers do not always have time to talk to her, so she is developing a system, with parents' consent, to obtain information in writing and through telephone calls.

Children are making outstanding progress in their learning and development as the childminder knows each child very well and is supremely well organised to ensure that an exciting range of resources is fully accessible. She works very well with parents and other providers to ensure they build on what children already know through a shared learning log. This records her own observations as well as children's experiences when at home and when at other settings, which are all used to inform planning and agree the identified next steps. Children's records provide a clear, informative, evaluative insight into each child's learning, individual needs and interests which are linked to the six areas of learning and show the childminder's excellent knowledge. Parents are encouraged to complete regular questionnaires, which all show they are very happy with the care and learning provided by the dedicated childminder.

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

Children have formed very positive, loving relationships with the childminder and their peers. They play wonderfully together, as they giggle and laugh, obviously having fun, and confidently climb on the childminder's lap for a cuddle. They are skilfully supported, yet continually encouraged from a very young age to make choices, which encourages their independence. For example, children choose what music they want to dance to, whether they want the skin left on their apple or peeled and are constantly given choices for what activities they want to do next. Children show amazing concentration and engagement as they enjoy painting and move with great expression and enthusiasm as they dance and sing songs. They listen attentively to instructions to jump up, then down, wave their arms and sway from side to side.

All children are fully included in all activities and encouraged to be tolerant and gentle with younger children. They settle for a sleep very quickly as the childminder sets individual routines which meet children's needs. The childminder's wonderful positive attitude and obvious pride in children's achievements continually raises their confidence and self-esteem. Her positive role modelling, high expectations, excellent supervision, clear boundaries and explanations ensure that children's behaviour is exemplary. Children are totally valued and respected as individuals and the childminder shares her time exceptionally well between all the children. They learn about diversity through their access to resources which reflect positive images and planned visits, such as, to the hospital, which increases children's awareness of differences in society through ongoing discussions and explanations. The childminder has highlighted that she would like to further develop children's awareness of other cultures and festivals.

The childminder works with parents to encourage them to send children with healthy foods, which results in them enjoying bananas, grapes and apple at snack time as well as rice cakes. They wash their hands before eating and after toileting and know to cover their mouths when they cough, and put their drinks out of the younger children's reach, to prevent the risk of cross infection. Children have an impressive awareness of safety issues as they practise the emergency evacuation procedure and join in with identifying potential risks. The childminder explains to them why the play money has to be used at the table in case the little ones put it in their mouths and choke, and explains why going round and round too much will make them dizzy and then they will fall over.

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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