

Inspection report for early years provision

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Inspection date	14/05/2010
Inspector	Julie Neal
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 re-registered in 2007 after a break from previously being a registered childminder between 2002 and 2004. She lives with her husband and three children in Tiverton, Devon. All of the house is used for childminding. There is a fully enclosed rear garden for outside play, which includes a fenced pond. The family has a golden retriever, cats, a rabbit, guinea pig and fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group, at different times. She also offers care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well. They enjoy an immensely inclusive environment where the childminder plans well to ensure that each child makes consistently excellent progress in all areas of learning and development, relative to their starting points. The childminder successfully maintains high standards because she reflects on her practice extremely well. Her excellent self-evaluations ensure she remains focused on achieving and sustaining high quality 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:

- ensure all policies and procedures are consistent in referencing the correct regulatory framework.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an excellent understanding of the requirements of the Early Years Foundation Stage and she implements these very well. This results in children being extremely well safeguarded. The childminder has a very good awareness of issues that may cause concern regarding the abuse or neglect of children, and has undertaken training in this area to ensure her knowledge and skills remain current. She ensures parents are made aware of her safeguarding responsibilities by providing them with her written policies and procedures that support child protection. The childminder ensures all adults in her home are appropriately checked and visitors are not left unsupervised with children. Children are safe and secure because the childminder conducts thorough risk assessments

of all areas of her home and garden, and of equipment and resources used by children. These are frequently reviewed and updated as necessary, for example, to take account of the ages and abilities of individual children. Risk assessments are supported by extensive daily health and safety checks before children arrive. This results in children being able to move safely around the childminder's home as they choose and make use of the excellent variety of toys and equipment as they play. Children enjoy outings into their local community, and the childminder ensures risk assessments are in place for all types of excursion. All regulatory documentation is in place and overall is extremely well organised. Registers show when children are present and confirm ratios are maintained. Any accidents or incidents involving children are recorded in detail and with regard to confidentiality, and shared with parents. The childminder has written policies and procedures that provide parents with very good information regarding the care of children. These are regularly reviewed and updated to reflect current best practice; there is an occasional reference to a previous regulatory framework, however, this does not contradict the Early Years Foundation Stage requirements so has no impact on children, or on information provided for parents.

The childminder's self-evaluations are excellent and demonstrate her commitment to maintaining extremely high quality outcomes for children. She reflects well on what she does and considers all aspects of children's welfare, learning and development when identifying areas for improvement. For example, she has reviewed her processes of monitoring children's progress in learning to provide parents with regular opportunities to have involvement in identifying their child's achievements, and to discuss enabling them to move on to the next stage of development. She shows commitment to developing her skills, for example, regularly undertaking training and making good use of opportunities to share practice issues with other childcare professionals. The childminder develops very good relationships with parents and excellent two-way sharing of information ensures she has a full awareness and understanding of each child's needs. For example, she ensures children who speak languages other than English are helped to feel secure and settled by learning key words and phrases that they use at home, enabling simple and effective communication. Some children attend other settings where the Early Years Foundation Stage is provided, such as nurseries or pre-schools. The childminder has developed very good processes to share appropriate information in order to provide consistency in supporting individual learning and development, such as regular meetings with key-workers and sharing children's learning reviews.

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

Children's welfare, learning and development is supported extremely well. Excellent health and safety procedures ensure that children benefit from a very safe, hygienic and well organised environment. Children learn very well about how to keep themselves safe. Frequent practises of emergency evacuation procedures ensure children know what to do to remain safe in the event of a fire, and using the character of 'Fireman Sam' and his safety slogans helps children to remember how to conduct themselves appropriately. Walks to and from school are used very

well by the childminder to teach children road safety, and this is followed up most effectively with supporting activities to confirm children's understanding. For example, children have compiled a book of photographs of their journey which show where it is dangerous to cross the road, and safe places such as pelican crossings.

Health promotion with children is excellent and the childminder rigorously implements her procedures in order to protect children from the risk of illness and cross infection. Children learn from a very young age when it is appropriate to wash their hands. For example, children still wearing nappies go happily with the childminder to wash hands after being changed, instilling them with good habits for the future because effective hygiene practice becomes routine. Children learn about healthy foods and snack times are used very well to promote social and practical skills. For example, children explore the texture of pineapple and help to peel and chop it before eating. Children enjoy the health benefits of plenty of fresh air and regular exercise, choosing when they wish to play outside and enjoying a good balance of activities that enable them to stretch and use their muscles. The childminder uses daily walks with children extremely well to develop their awareness of their local community. This has led to children creating their own book about the town in which they live, choosing to illustrate places that are special to them, such as where they feed the ducks and the local police station.

Children make consistently excellent progress towards the early learning and development goals, relative to their individual starting points. This is because the childminder has an extremely good understanding of how children learn and develop through play, and she uses her excellent observations to organise learning experiences that are challenging and stimulating. Processes used to monitor children's progress are immensely effective and provide an accurate reflection of their abilities and achievements. Planning is extremely individual, with the childminder focusing very well on moving children forward and identifying their next steps in learning.

Children are eager and enthusiastic learners who enthusiastically engage in activities and make their own choices about what they do. The childminder demonstrates her skills extremely well in the way she uses children's current interests and enthusiasms to extend and challenge them as they play. For example, very young children thoroughly enjoy a game of skittles. While playing, the childminder encourages them to group the skittles by colour and to count the skittles as they place them. Children are well coordinated as they roll the ball and cheer delightedly as they knock the skittles down, calculating with the childminder how many are left each time. The childminder gradually increases the distance so children have to consider how much force to use to roll the ball to the skittles, developing their spatial awareness and bodily control.

Children are confident and happy because their individual needs are met very well. They demonstrate high levels of self-esteem and emotional security in their interactions with the childminder and her family, and with each other. For example, they snuggle up to the childminder when they are tired and ready for a nap, and they show care and concern for each other, such as, if someone hurts themselves. Children's behaviour is good because they understand the

childminder's simple ground rules, based on being safe and showing respect for each other. They respond very well to the childminder's high expectations and take pride in being helpful.

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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