

Inspection report for early years provision

Unique reference number	EY407683
Inspection date	29/09/2010
Inspector	Sara Bailey
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 registered in 2010. She lives with her partner, son aged 22 months of age and her father in Cullumpton, Devon. All of the ground floor of the home is used for childminding, except for the utility room. There is a designated, large play room for childminding with changing facilities and bathroom facilities also on the ground floor. There is a fully enclosed rear garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered for a maximum of five children under eight years old, two of whom may be in the early years age group. Of these, one may be under one year old. The childminder employs an assistant on a part time basis. When working with an assistant they may care for a total of 11 children under eight years of age. Of these, five may be in the early years age range, two of whom may be under one year of age. The childminder is registered to provide overnight care for two children under eight years old. There are currently seven children on roll, all of whom are in the early years age range. The childminder and her assistant hold a level 3 qualification in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Early Years Foundation Stage has been implemented exceptionally well in relation to children's learning and development as well as the welfare requirements. This is due to the childminders excellent knowledge of childcare, her experience and ability to constantly review and improve her setting. Children's individual needs are met in an exemplary way due to her excellent organisational skills. Inclusive practice is promoted in all that she does.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop links between other providers where minded children attend, to further improve regular two-way flow of information to continue to meet children's individual needs effectively

The effectiveness of leadership and management of the early years provision

The childminder displays a comprehensive knowledge of safeguarding issues. She has also booked on a level three course for herself and her assistant to further develop their professionalism in this area. This shows an excellent commitment to embedding ambition and driving improvement. The written policy is extremely

clear, in-line with local safeguarding procedures and is effectively shared with parents. The childminder conducts robust risk assessments each morning and records identified risks with any broken toys and the action taken. She also has detailed risk assessments of each room of the home, the garden and outings to keep children safe. No risks are identified at inspection. The home is extremely secure with electric gates with an intercom to gain entry. Evidence of the household members suitability are held on file. Children's details are easily accessible in the event of an emergency with photographs and contact details of each child in childminder's care.

The childminder's self-evaluation is a true reflection of the inspection findings. She has identified the need to further develop links with another setting a minded child has just started at, in order to further improve information sharing and meet individual needs. She has already introduced herself to the setting, but has a partnership form ready for parents and the other provider to sign in order to share the child's learning journey and discuss progress towards the early learning goals. This shows further commitment to continuous improvement. Partnership with parents is excellent. They are involved in every aspect of their child's care and communication is key to meeting their child's individual needs. For example, the childminder speaks to the parents on drop off and collection to find out about the home situation and writes a daily diary to inform parents of their child's day in her care. The childminder has a wealth of information in her personal policies, shared with parents on admission and signed to say they agree with the practice. Notice boards and posters reflect the Early Years Foundation Stage in order to share with parents the framework she is working to with their children. She takes time to verbally promote this when sharing children's individual learning webs and planning with parents.

The childminder is extremely well organised. The space within the home is well utilised to allow children to have a spacious designated play area and quiet sleep rooms, where they are regularly checked to ensure their safety. She deploys herself and her assistant really well to supervise and support children exceptionally well. She has a clear daily routine, which meets the needs of individuals within the group of children. There is an excellent balance of free-play, group activities, inside and outside activities.

The childminder is very knowledgeable about equality and diversity. Although she hasn't yet minded children from different cultures or backgrounds she has prepared for this and promotes diversity in her resources. Boys and girls have the same access to all resources, yet differences and individual interests are well planned for. Inclusive practice is evident in everything she does and is reflected really well in all the documentation. Parents are fully aware of the inclusive policy of the setting in everything they read as it is threaded through all policies.

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

Children are extremely happy and settled at the childminders. Four young children play harmoniously with the childminder and her assistant in one large room. They explore toys on their own, enjoying free choice of resources as well as engaging with excitement in group activities such as playing musical instruments together. They learn new skills, which they are praised for and then proudly repeat their achievements. They dance and move to the music tapes and eagerly join in action songs. Children enjoy planned activities linked to their individual needs and interests. For example, children who love to use a camera are supported to take photographs of different coloured objects around the playroom to make a poster of, in order to help them learn their colours, which they had previously been struggling to identify and name. Young children participate in a wealth of exciting activities from just a few months old, tailor made to their age and stage of development. For example, cookery activities are enjoyed by babies exploring textures and tastes as they make rice krispie cakes, whereas toddlers begin to use tools to stir and fill cake cases, older children are involved in the whole process and are challenged and stretched in their activities. Their progress towards the early learning goals are observed on post-it notes and transferred into their individual learning journeys, with links to the six areas of learning and identified next steps. Each child's interests are used to plan using learning webs, therefore their experiences are unique to each individual child. They are developing excellent skills for the future in their everyday play and learning through stimulating interaction with adults who support in their play.

Children greatly benefit from a healthy lifestyle whilst at the childminders. They have daily outside play and opportunities to be physical inside as well as outside, due to the spacious home. For example, young children play on sit and ride toys, climb on apparatus inside and outside. Children have easy access to their drinks of water as they play and have the benefit of milk at snack time. Special diets are extremely well catered for by the childminder, for example, children with dairy intolerance have soya milk provided by the childminder. This promotes inclusive practice well, as all children appear to be having the same and parents are not required to provide additional items because their children have specific requirements. Children learn about healthy eating from excellent food provided by the childminder for snacks and meals. For example, children have a selection of fresh fruit at snack time to self select from, such as apple, banana and pear. At lunch they have a sandwich, yoghurt and fruit or home cooked meals using fresh ingredients. Tea is a cooked meal such as fish pie or cottage pie, roast or pasta. Children learn about hygiene from the excellent role modelling of the adults and the cleanliness of the home. They are protected from the risk of cross infection due to having individual flannels, washed on a daily basis and their own bedding. Babies are included in the routine of hand washing before and after eating and after using the toilet, which develops their excellent awareness of health from a young age.

Children show a strong sense of security and feel very safe within the setting. They part from their parents with ease and have excellent relationships with the

childminder and her assistant. They learn how to be safe from discussion about not running inside or to be careful when tipping back on their low chairs. Children learn that they need to be strapped in highchairs or using booster seats and about not putting too much food in their mouth at a time, looking at adults waiting for them to say something when they test the situation. Children safely self-select toys with ease making them very independent. They are also involved in regular fire drills to help them learn about fire safety and what to do in an emergency.

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