

Inspection report for early years provision

Unique reference number	154011
Inspection date	04/10/2010
Inspector	Judith Harris
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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 was registered in 2001. He lives with his wife, who is his co-childminder, and two teenage children, in Teignmouth. Children have access to the dedicated play areas in the childminder's house and the fully enclosed front garden area for outside play. The childminder walks or drives to local schools and facilities to take and collect children. When working alone, the childminder is registered for a maximum of six children aged from birth to under eight years. When working with his co-childminder, they may care for a maximum of 12 children at any one time. The childminders currently have 44 children on roll of these 13 are in the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The family has two dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder and co-childminder work together to ensure children are cared for in an exceptionally warm and stimulating environment. This ensures that the children's individual needs are effectively met and that they make exceptionally good progress in all areas of learning. The childminders successfully build positive relationships with both parents and other settings that children attend to ensure that children's ongoing needs are met. The childminder and her co-childminder make exemplary use of self-evaluation and reflective practice to support plans for the effective development of the provision.

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 children's learning journeys to ensure all observations are dated providing a secure record of children's development.

The effectiveness of leadership and management of the early years provision

The childminder's exceptionally well organised systems provide secure procedures to ensure that all adults working with the children have up-to-date checks and remain suitable. All visitors to the childminder's home are properly identified and appropriately supervised. The effective safeguarding children procedures are in place and provide accurate information in line with the Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments is effectively carried out on all areas in the childminder's home and for all outings with the children to

ensure that safety and security are maintained at all times. The emergency evacuation plans are in place and regularly practised with the children.

The childminder's systems are clearly well organised which ensures that all required records and documentation are available and successfully provide all necessary information for the ongoing support of each individual child. The systems ensure effective sharing of all relevant records with the parents, including any accident and medication records and daily information about activities and events. Procedures to gather information about each individual child from their starting points are highly effective allowing the childminder to plan for ongoing learning. This also allows the childminder to ensure that children's diverse needs are exceptionally well met and all children are fully included in appropriate activities.

The use of self-evaluation and reflective practice is exemplary and effective in accurately identifying the strengths and weaknesses in the provision. Through the use of questionnaires for both children and adults the childminder is able to gather a variety of ideas and develop clear and achievable plans to drive continuous improvement. The childminder's extensive commitment to continuous professional development is supported by attending training and workshops and developing his understanding of the Early Years Foundation Stage. Positive and well developed relationships with both parents and other provisions further support the childminder in building a complete picture of each child. Good ongoing exchanges of information with parents and the highly effective links with schools and pre-schools support children's learning and ensure smooth transitions.

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

Children are cared for in a comfortable and stimulating environment where they are clearly exceptionally well settled and confident. The childminder builds caring, supportive relationships with the children that nurture their development ensuring they feel secure to develop good levels of independence. Children's individual learning and development is comprehensively supported through the highly effective systems used to gather information for each child. The childminder uses a versatile range of observations and assessments that are carried out by him and his co-childminder. These include individual observations of specific activities, and both planned and spontaneous observations throughout the day. Each child's folder includes an age appropriate check list for the areas of learning that children's individual achievements are checked against. This allows the childminder to ensure that all areas of learning are successfully supported for each child.

Children play in the dedicated play space in the childminder's home. Here they are able to choose safely and independently from a wide range of toys, equipment and resources that are stored to allow them safe and direct access. Children's learning and development are carefully and successfully supported by this qualified and experienced childminder. They are sensitively and appropriately challenged through the use of positive and enthusiastic interaction making best use of all

planned and naturally occurring situations. Children play in the ball-pool and soft play area where they thoroughly enjoy building with the soft bricks. The childminder carefully monitors the play to ensure all children are safe and actively encourages the children to develop the game. He reminds the bigger children to be careful of the little ones, ensuring they are appropriately included in the play. After snack time children play in the garden. They have an abundance of free play time and ask for the gardening tools to dig in the garden. The childminder ensures that the children have appropriate tools and can use them safely. They clearly delight in the activity, as they dig the dirt and put it into pots there is animated conversation about the play. Children talk excitedly and the childminder joins in supporting and encouraging through interaction. The children are inspired by the high levels of independence that allow them time and space to explore and discover. Through the well-planned and flexible daily routines it is clear that there is an abundance of free play time and child-led activities.

Children take part in an extensive range of activities and experiences that are appropriate for their ages and stages of development. They have ongoing opportunities to be creative, using a wide range of resources and tools. Children have access to role play equipment and dressing up clothes that support them to develop their imaginative skills. Children are learning about the wider world through regular visits to the local area and looking at different languages. The childminder's planning includes activities that teach children about celebrations from different cultures. Children have extensive daily outdoor play in the childminder's garden, at parks, at the beach and at a range of local facilities.

Through the effective deployment of their time the childminders are skillfully supporting children of different ages, ensuring that the youngest children have appropriate interaction and resources and that the older children have appropriate activities and experiences. The childminder's interaction is successfully used to praise the children and to extend their learning through open questions that develop their language and problem-solving skills. The activities ensure that children's skills are extensively supported across all areas of learning. The childminder's planning includes a flexible daily routine that they are confident to change to meet children's diverse needs.

The childminder is enthusiastically embracing the Early Years Foundation Stage and continues to develop his comprehensive skills for planning, and carrying out a creative range of observation and assessments. Each child has a learning journey book which contains an exciting mix of photographs of the children at play and examples of children's work. The photographs are accompanied by short statements of the learning that is taking place and accurate links to the early learning goals. These records are then effectively used to develop an individual spider chart plan for each child which centres on the unique learning interests of the child. The childminder uses these charts to provide ideas for activities and experiences for children's individual next steps across all areas of learning. The childminder uses the extensive range of information he collects for each child to ensure he builds an in-depth knowledge of the child and is able to meet their unique needs.

Children are carefully supported to learn good basic hygiene skills through the use

of good hygiene routines. Children are offered a good range of healthy and well balanced meals and snacks through good partnership with parents. Children have access to drinking water in their own individual cups at all times. The childminder takes detailed information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs are met. Children are exceptionally well behaved, and the extensive levels of independence and abundance of free play time successfully support children's positive behaviour. The childminder's in-depth knowledge of each child is highly effective in supporting him to monitor situations and step in swiftly to prevent children from becoming upset or frustrated.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----