

Inspection report for early years provision

Unique reference number	151314
Inspection date	18/10/2010
Inspector	Brenda Flewitt
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 was registered in 1999. She lives with her husband and their two adult children in a house in a residential area of Torquay, Devon. Childminding mainly takes place on the ground floor, which includes a dedicated playroom, lounge, kitchen, and toilet facilities. Provision for sleeping is available on the first floor. There is a garden area available at the rear of the house, accessed by a steep slope and steps, which is used for accompanied planned activities. The family have a dog, to which the children have supervised access.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of six children may attend at any one time, of whom, three may be in the early years age group. There are currently five children on roll in the early years age range. The childminder is registered to receive government funding for early years education. She supports children with English as an additional language.

The childminder holds a National Vocational Qualification at level 4 in Children's Care, Learning and Development, and is currently studying towards an early years foundation degree. She is a member of the Torbay Children Come First Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely well cared for in a safe, secure and welcoming family home. They flourish in a friendly and stimulating environment where they are highly valued as individuals. Children are involved in a broad range of purposeful activities, both inside and out, that helps them make extremely good progress in their overall development. The childminder is passionate about developing her role and maintaining her high quality provision, which results in continuous improvement in children's experiences.

What steps need to be taken to improve provision further?

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

- continuing to develop the use of the garden area to enhance children's learning within the outdoor environment.

The effectiveness of leadership and management of the early years provision

The childminder ensures that children's health and safety is high priority. She consistently implements clear and detailed policies and procedures to promote their welfare. The childminder has a secure understanding about safeguarding children, which includes identifying signs and symptoms of abuse and a clear knowledge of the procedures to follow if there are concerns. She keeps up to date through training, and records existing injuries as routine. All this helps to protect children from harm. The childminder completes detailed risk assessments, which ensures that children play in a safe environment both in the home and when on outings. Her organisation of documentation is exceptional; she has comprehensive reference material to support her work. All required records are completed accurately and stored confidentially.

The childminder organises her home very well to meet the needs of the children in her care. The dedicated playroom is well resourced so that children can make spontaneous choices from a good range of play equipment. The childminder makes effective use of local facilities to enhance children's learning outside the home. Children develop an open attitude to people's differences through the good example set by the childminder and as they use resources that reflect positive images of the diversity within the setting and the wider world. The childminder is clear about the importance of seeking parents' and children's views about aspects of the provision.

The childminder promotes excellent partnerships with parents, carers and other professionals. She provides comprehensive information about the setting by way of a prospectus, detailed written policies, a website and regular newsletters. There are daily opportunities for sharing information both verbally and through a written two-way diary in order to meet individual needs. Parents, and other settings that children attend, are fully included in the assessment system that supports children's progress in their learning and development.

The childminder has an effective self-evaluation system, which leads to successfully identifying areas for development that benefit the children, such as utilising the garden area more effectively. She is committed to developing her role through training and study and passionate about putting into practice aspects of what she learns. As a result, she continues to improve her provision and the experiences for children. For example, she is implementing a specific inclusive approach that seeks input from all connected people in order to evaluate each child's experience at her setting.

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

Children are happy, settled and secure in the care of their childminder. They make extremely good relationships with her and one another. Children flourish in an

environment where they are fully included and their ideas are highly valued. They develop a strong sense of belonging as they see their artwork and photos of themselves displayed, and are made to feel special on their birthday, as specific treats are planned. Children behave very well because the childminder is consistent in making expectations clear, and explaining requests. Children help to pack away equipment when they have finished, and are encouraged to be well mannered. They receive regular praise and encouragement for effort, achievement and kindness, which helps boost their self-esteem.

The childminder has a secure understanding of the Early Years Foundation Stage. She completes perceptive observations of children's play and achievements, which she uses effectively to plan support for each child's future development. Her high quality interaction in children's activities helps them make significant progress in their overall development. Children participate enthusiastically in a broad range of purposeful activities, both adult-led and self-initiated. Children's increasing skills for the future are extremely good, as they are promoted through play and meaningful situations. For example, cooking activities encourage children's literacy skills as they look at recipes and "write" shopping lists. They count, weigh and measure ingredients, identifying numerals on scales, and observe changes as the mixture is blended and heated. Children are encouraged to be increasingly independent as they select toys, pour drinks, prepare for snack time and manage their personal hygiene. Children are confident in communicating with adults and their peers. They are keen to use technology such as a digital camera, computer and printer to enhance their verbal communication. For example, a three-year-old proudly shows a picture book he has made, enthusiastically describing the contents, which show what he likes best about the setting. Children's days include a wide variety of outings where they meet a range of people, use alternative equipment and learn about their local environment. Visits to venues such as farms, a zoo and the beach encourage their curiosity in the natural world.

Children enjoy a healthy lifestyle. They develop a secure understanding of good procedures for personal and general hygiene, such as spontaneously washing hands and offering to wipe the table clean before meal times. They learn to make healthy choices in what they eat. They are eager to help prepare fresh fruit for snack, and learn about where vegetables come from by growing their own in the childminder's garden. Children have daily opportunities for fresh air and exercise as they visit play parks and go for local walks. They learn about their own safety as they out. They understand safe routines for crossing roads and participate in carrying out risk assessments. For instance, a young child knows that touching broken glass would "make your fingers sore". Being involved in daily routines help them to know how to use equipment safely, such as the correct way to hold a knife when chopping fruit.

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	2
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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