

Inspection report for early years provision

Unique reference number	EY411953
Inspection date	08/12/2010
Inspector	Judith Harris
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 2010. She lives with her house mate who is her assistant in Braunton in North Devon. Children use the whole of the ground floor of the childminder's home and the first floor lounge is used for sleeping. Children have access to a fully enclosed back garden available for outside play.

When working alone, the childminder is registered to care for a maximum of six children aged from birth to under eight years at any one time. When working with an assistant, the childminder is registered to care for a maximum of nine children aged from birth to under eight years at any one time. There are six children currently attending who are within the early years age range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a qualified early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a nurturing and enabling environment where their individual learning and development needs are very successfully met. Children's unique needs and interests are carefully identified to ensure they progress securely in all areas of learning. Children are safe in the childminder's home where they clearly feel secure. The effective partnerships the childminder builds with parents allow an ongoing exchange of information about children's diverse and changing needs. Formal records of information about children's learning from starting points or ongoing learning at home are not currently extensive.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further systems to gather information from parents about children's starting points and ongoing learning.

The effectiveness of leadership and management of the early years provision

The childminder's well organised systems ensure that all adults in the home and all those working with the children have appropriate checks and remain suitable. Visitors to the home are properly identified and appropriately supervised. The childminder has developed her own safeguarding children procedures. These are well written, up to date and securely in line with Local Safeguarding Children Board guidelines. The childminder provides children with an interesting and enabling environment that is safe and secure. This is effectively demonstrated by the

children's confidence to move freely, accessing a very wide range of toys, equipment and resources. The childminder carries out a comprehensive range of risk assessments on her home and makes daily checks to maintain safety and security. Clear risk assessments are provided for all outings and the childminder takes appropriate steps to ensure children's safety at all times. The emergency evacuation plans are practised with children to support their ongoing safety. The childminder maintains good security to ensure the safe arrival and collection of all children in her care.

The childminder clearly has a specific vision for her provision and has developed well organised systems to support this. The systems ensure she is providing all required records and documentation to support children's ongoing learning and development needs. The childminder provides a comprehensive and well written range of policies and procedures that are very effectively shared with assistants and parents. Good use is made of all available resources including the childminder's and assistant's time, resources in her home and resources and facilities in the local area. The childminder's in-depth knowledge of each child in her care ensures that children's diverse and changing needs are consistently well met across all areas of learning.

The childminder works closely with parents to build very good relationships and ensure an open and ongoing exchange of information. This is supported by daily contact books and sharing children's individual learning journey records. Parents make very positive comments which show the high value they place on the childminder's service. The childminder has developed her systems to build effective partnerships with other provisions to support her in developing more complete pictures of each child. The childminder has continued to very effectively drive the improvement of her service since registration. She uses daily reflective practice to evaluate the activities and learning experiences she provides and invites comments and ideas from her assistants, the children and the parents.

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

Children are clearly very happy and well settled in the childminder's comfortable and relaxed home. The childminder has developed warm, nurturing relationships with the children that effectively support them to feel safe and secure. This is successfully demonstrated by children's good levels of independence. Children play in an enabling environment where they can freely choose from an age-appropriate range of toys, equipment and resources. The children play a ball game and the childminder and her assistant carefully support them to develop their skills in throwing and catching. They encourage the children to look straight at the ball when it is being thrown to make it easier for them to catch it. The children take pride in their achievements which are extensively praised by the adults. The children choose to build with bricks; the childminder joins in supporting the children to develop the game. Using good imaginative skills, the children build a castle for a princess and find the princess dress from the dressing up clothes to extend play. The childminder ensures that the children of different ages are

effectively provided with age-appropriate activities and experiences. The younger children play with a treasure basket that has everyday objects with different uses and textures. They are enthralled, exploring, experimenting and discovering with all the treasures. The childminder talks to the children while they play describing what the children are doing and talking about the different objects. The children have access to materials for art and craft activities and freely help themselves to collage resources that they delight in making creative pictures with.

Children's individual learning and development is very successfully supported by this qualified childminder. Her interaction with the children is animated and appropriately challenges and extends children across all areas of learning. Both the childminder and assistant make positive use of all planned and naturally occurring situations, supporting children to learn through their own interests. They talk with the children while they play, sensitively praising achievements and supporting them to explore and experiment. The childminder clearly has an in-depth knowledge of each child in her care and can describe the children's individual interests and learning styles. She demonstrates an extensive understanding of child development and how children learn through play.

The childminder has a secure understanding of the Early Years Foundation Stage. Her extensive skills of observations and assessments allowing her to effectively build individual learning journey records for each child. Each child has a scrap book which contains a variety of assessments, records and photographs with very clear and accurate details of learning taking place and how these link to the early learning goals. Records also include an age-appropriate check list for the areas of learning that children's individual achievements are checked against. These records are then effectively used to develop individual plans centring on the unique learning needs of the child. The childminder uses these plans to provide ideas for age-appropriate activities and experiences for children's individual next steps. It is clear that development is well planned for ensuring ongoing progress across all early learning goals and effectively supporting the development of good skills for the future.

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 and have drinks available. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She ensures that the children have time and space to explore and develop their play and makes good use of distraction to help them to develop skills for self-control.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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