

## Inspection report for early years provision

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<b>Unique reference number</b>	EY412635
<b>Inspection date</b>	09/12/2010
<b>Inspector</b>	julie Neal

<b>Type of setting</b>	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 has been registered since 2010. The childminder lives with his partner and two children in Cullumpton, Devon. Childminding predominantly takes place on the ground floor of the family home, which includes toilet facilities. Children have access to upstairs to rest. There is a fully enclosed rear garden suitable for children's use.

The childminder works with his partner, who is also a registered childminder. They are registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. When working alone, the childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of which may be in the early years age range. When working with a co-childminder they are registered to care for a maximum of 10 children under eight years at any one time. There are currently 16 children in the early years age range being cared for at different times. The childminder is registered to provide overnight care for one child under eight years of age. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted 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. The immensely strong commitment to inclusion demonstrated by the childminder results in children making excellent progress towards the early learning and development goals, relative to their starting points. The childminder works very closely with parents and other's involved in supporting the care, learning and development of individual children, resulting in systems of sharing information that are most effective in ensuring consistency in planning to meet each child's needs. The childminder's self evaluations are extremely good and have enabled him to work very well with his co-childminder in developing focused action plans to promote and sustain 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:

- review documentation such as policies and procedures to ensure that these are consistent in reflecting the co-childminding arrangements

## **The effectiveness of leadership and management of the early years provision**

The childminder has an extremely good understanding of the requirements of the Early Years Foundation Stage. Children are very well safeguarded because the childminder is rigorous in his implementation of the procedures which he and his co-childminder have in place to protect children from harm. Such as, following the procedures for the safe collection of children, and reminding parents to inform him of any changes to their list of people nominated to collect their child. Children are protected by the childminder's very good awareness of issues that may raise safeguarding concerns. He ensures parents are well informed of his safeguarding responsibilities and the actions he and his co-childminder must take in order to protect children in their care. All visitors to the setting have their presence recorded, and the extremely good organisation of the co-childminding arrangements ensures they are supervised at all times. Excellent risk assessments of all areas of the childminder's home, indoors and outside, ensure children enjoy a safe, well maintained, and hygienic, play and learning environment. These are supported by extremely thorough daily health and safety routines that take account of the ages and stages of development of children present. For example, babies and very young children who are inclined to 'explore' resources with their mouths as well as their hands are protected from cross infection by the childminders vigilance in ensuring that toys are thoroughly cleaned after use. All documentation that supports children's welfare is in place and overall is extremely clear and well maintained. Agreements with parents regarding the care of their children are detailed and include all required information. Records of any accidents or incidents involving children are clear and well documented. Policies and procedures are clearly written and provide parents with good quality information about the regulatory framework and how their children's welfare, learning and development will be promoted. Documentation clearly reflects the co-childminding arrangements in place. For example, agreements relating to the care of children are between parents and both childminders. There are occasional minor errors in supporting policies and procedures where one, not both, childminders are referenced.

The childminder promotes an extremely inclusive environment where children learn to respect and value their own culture and that of others. Children who have English as an additional language benefit from the excellent use of their home languages alongside English in the setting. The childminder and his co-childminder develop their own knowledge of children's home languages extremely well, supporting effective communication where children are struggling to express themselves in English. For example, a child is happily telling the childminder about an event with family, using a combination of their home language and English. The childminder's excellent use of short and simple questions in both languages to confirm his own understanding, encourages the child to be confident in repeating what he is saying in English. The childminder recognises the importance of working in partnership with others involved in supporting children's individual needs. Some minded children also attend other settings where the Early Years Foundation Stage is provided, such as pre-schools and nurseries. The childminder has worked to establish effective systems of sharing information with other providers regarding

children's progress in learning, and overall, these have been extremely effective.

The childminder develops excellent relationships with parents and has most effective systems in place to ensure a daily two-way flow of information regarding their children's care, learning and development. This results in children's individual needs being supported extremely well. For example, as babies and very young children's routines change as they grow and develop, the childminder is able to provide care that is consistent with home. The childminder has ensured that information about the childminding provision is available in different formats in order to be accessible to parents. For example, in languages other than English, and through the setting's website.

The childminder evaluates his practice extremely well. He shows commitment to achieving high quality outcomes for children, and works very effectively with his co-childminder to develop action plans that successfully promote and sustain these. Feedback from parents and observations of children are used well in planning improvements to the childminding provision. For example, monitoring children's use of role play resources influenced the development of the extended learning environment to provide more opportunities for self directed and imaginary play.

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

Children's welfare, learning, and development is supported extremely well. Children are cared for in a well organised environment where rigorous systems of risk assessments and daily checks ensure they are able to play safely. Children's awareness of personal safety is promoted very well. Children are involved in risk assessments, such as helping to check the smoke alarms. They understand the childminder's emergency evacuation procedures because these are practiced regularly, and children are involved in evaluating the success of each 'fire drill'. Games such as 'red light, green light' are used very well by the childminder to develop children's awareness of 'stop' and 'go' signals at road crossings.

Health promotion with children is extremely good. All policies and procedures supporting children's health and wellbeing are in place, shared with parents, and implemented effectively by the childminder. The childminder ensures children understand the importance of good hygiene practices, such as cleaning teeth and washing hands appropriately. Unusual activities such as 'colour those germs' enable children to identify areas of their hands that may be overlooked when washing, and so learn to be very thorough. Children enjoy healthy meals and snacks. Parents generally provide packed lunches, which overall support the childminder's healthy eating policies. The childminder provides snacks such as fruit and toast, and ensures children drink plenty of water.

Children make extremely good progress towards the early learning and development goals, relative to their individual starting points. This is because the childminder uses his observations of children most effectively in evaluating the

progress they have made, and to identify the next steps in their learning and development. Children enjoy a very good range of activities that support learning in all areas. The balance between planned, adult led activities, and spontaneous, child initiated play, is extremely good. The childminder involves children in planning activities. For example, children have enjoyed using puppets to tell a story and they want to make their own. Children use books and the Internet to investigate different types of puppets, such as sock, stick, and finger puppets, and to explore how these are made. They consider the different media and materials they need to make their chosen puppet and use a wide range of skills as they design, cut, stick and decorate their creations. The end results are immensely individual and children delight in making up their own story with their puppets. Children's learning and development records are very well organised and provide an extremely good picture of their current stages of development, and how each child has progressed.

Children are curious and inquisitive learners who make excellent use of the very good variety of resources accessible to them as they play. The childminder's excellent interactions with children ensure they are consistently challenged and encouraged to use their problem solving and critical thinking skills. For example, children using building blocks are encouraged to consider the construction they wish to build. They discuss which colours they want to use, and how much space they will need. They take turns well and share the bricks between them, as they build they count how many they have used. Children estimate how many more bricks they can place before their tower topples over, and when it does, they are keen to try again. Children are happy and very well behaved. The childminder focuses extremely well on developing children's communication skills. This results in children learning many different ways to express their emotions and to demonstrate their feelings appropriately, therefore they do not become frustrated. For example, children make excellent use of the 'feelings board', using pictures to help express how they feel during the day. Children make good use of simple sign language to support verbal communication, which further enables children to express themselves.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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