

Inspection report for early years provision

Unique reference number	506170
Inspection date	25/01/2011
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.

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 1997. She lives with her husband in a house in Paignton, Devon. Childminding takes place mainly on the ground floor, which includes a lounge-dining room and kitchen. Toilet facilities are provided on the first floor. The rear garden is not registered for children to use. Outside play is provided by visiting local attractions and play parks.

The childminder is registered on the Early Years Register and the compulsory and voluntary 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 range. There are currently four children on roll in the early years age range. The childminder holds a BTEC qualification in Nursery Nursing, and is a lead member of a local childminding group named 'Providing Outdoor Stimulation for Youngsters' (POSY).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the care of their childminder who offers unique provision with an emphasis on learning through play and investigation outside the home. The childminder knows each child extremely well through effective communication with parents and other providers. This, together with the support she provides for children's activities and the wealth of stimulating learning experiences, means children make excellent progress in their development. The childminder has overall, effective self-evaluation systems to identify areas for improvement; she is committed to maintaining her outstanding provision as she continues to develop her knowledge through training.

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 the complaints procedure shared with parents, so that it accurately reflects requirements and the provider's responsibilities.

The effectiveness of leadership and management of the early years provision

The childminder implements clear and detailed policies and procedures that promote children's welfare and safety. Children's safety is high priority. The childminder carries out comprehensive risk assessments to ensure that children play in a safe environment, both in the home and on outings. She has a secure understanding of safeguarding children, which includes recognising signs and

symptoms of abuse and the procedure to follow if there are concerns. She has kept her knowledge up to date by attending an extended training course, and records children's existing injuries as routine. All this helps to protect children from harm. All records are in place, extremely well organised and completed accurately.

The childminder organises her home and outings effectively to meet the needs of the children in her care. She provides a good range of toys and equipment inside that are arranged so that all children make spontaneous choices to extend their own play and learning. The childminder makes exceptionally good use of local facilities and attractions to enhance children's learning outside the home. She was instrumental in establishing the 'POSY' childminding group, which has clear aims and objectives in stimulating children's interest, curiosity and enthusiasm for learning in the outdoor environment. Children develop a positive attitude to people's differences through the excellent example set by the childminder as they meet a range of people in various situations. The resources they use in the home reflect positive images of diversity, which includes non-stereotypical roles, and link to children's experiences.

The childminder promotes excellent partnerships with parents and other professionals. Parents are, overall, supplied with comprehensive information about the setting, which includes written policies. However, the information in the complaints procedure does not accurately reflect the childminder's responsibilities. There are daily opportunities for sharing information in order to meet children's needs, which includes a detailed written record of each child's day via their 'passport'. This method is also used effectively to exchange information with other settings that children attend, to fully support their welfare, learning and development.

The childminder is successful in evaluating her overall provision to maintain her outstanding practice. She actively seeks feedback from children, parents and other professionals to ensure she continues to provide a high quality service. She is committed to keeping her knowledge up to date through training, and believes there is always something new to learn to improve the experiences for the children.

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

Children are very happy, settled and secure in the care of their childminder. They make excellent relationships with her and one another. Older children spontaneously show care and consideration for younger ones. They learn to respect the differences in their abilities and understanding. Children behave extremely well. They know what is expected of them through clear explanations and the good example set by the childminder. They are polite and well mannered, and help to tidy away toys when they have finished with them. Children receive frequent praise and encouragement for effort and achievement, which helps boost their self-esteem.

The childminder has a secure understanding of the Early Years Foundation Stage and uses this to provide an effective, unique setting with an emphasis on learning outside the home. She consistently plans a broad range of stimulating outings that promote children's learning in all areas of their development, through purposeful play and meaningful experiences. Children visit a variety of venues that arouse their curiosity in the natural world; this includes aquariums, farms and zoos. They enjoy experiences such as pond dipping, feeding animals and milking a goat. Children develop skills for the future through real life events where they meet new people, use a range of equipment and develop an understanding of their local environment. For example, trips to the library enable them to make choices in the books they enjoy and use up-to-date technology, as they are involved in the checking-out process. A visit to an airport allows young children to investigate equipment and technology in an aeroplane cockpit. They are aware of how text and numerals are used to relay information as they look at signs and displays. The childminder completes a comprehensive observation and assessment system, which includes input from parents and other providers to clearly identify each child's next steps in their development. Her interaction in their play and activities is positive and sensitive. She talks with them, encouraging them to think, develop their vocabulary, and understand many aspects of the world around them.

Children enjoy an extremely healthy lifestyle. They have daily opportunities for fresh air and exercise. Visits to play parks promote children's large muscle skills as they enjoy the fun of ball pools, and use equipment such as swings, slides and climbing frames. They make individual choices about when to eat, and learn about healthy eating from good example and discussion. They are involved in planting, nurturing and harvesting vegetables, which encourage them to make healthy choices for themselves. Children learn about aspects of their own safety, understanding about risks and dangers through the comprehensive range of outings in which they take part. For example, they learn safe routines for crossing roads, and know about emergency services relevant to where they live, such as the coastguard and fire services. Their understanding is extended by through the use of books and role play in the home.

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

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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

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