

Inspection report for early years provision

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Inspection date	07/02/2011
Inspector	Sarah Wignall
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 registered in 2004. She lives with her husband and one child aged two in the village of East Taphouse in Cornwall. Children use all ground floor areas of the childminder's home. A garden is used for outdoor play activities. The setting is open each weekday from 7.30am until 6.00pm all year round. A maximum of five children aged from birth to eight years may attend the setting at any one time, of these, not more than two may be in the early years age group.

There are currently four children attending who are within the Early Years Foundation Stage. Most live locally and some also attend the early years settings. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association and has a level 4 qualification in child care.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this highly organised, caring setting. The childminder has an excellent knowledge of children's individual needs and provides a varied range of activities that help them make exceptional progress in their learning and development. Partnerships with parents and others are very well established. The childminder constantly evaluates her practice ensuring continual improvement and development. For instance she has plans in place to further develop her outdoor play 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 outdoor play provision to enable children to freely explore, use their senses and be physically active and exuberant across all areas of learning.

The effectiveness of leadership and management of the early years provision

Safety and security are given high priority. Comprehensive policies and procedures are in place and used effectively to support practice. The childminder has a clear awareness of safeguarding and undertakes training to keep her knowledge and skills up to date. All adults in the home have undergone suitability checks and she provides constant supervision when unchecked adults are present. Children are

very well supervised as they play and move around the home. Risk assessments are thorough and regularly updated. Detailed risk assessments are carried out before any visits offsite. Children learn about fire safety in a fun and interactive way. The childminder uses resource packs from the local fire station where children can role play and learn about fire safety through games and activities. Visits to the local fire station and regular fire drills at home help to inform them of how to react in the event of a fire.

The childminder provides children with an exceptionally well organised, stimulating and varied play environment. Most play takes place in the designated play room that is particularly well resourced. Children help themselves to a wide range of age appropriate and interesting toys and resources from labelled storage trays and units. Children become independent as they help themselves to toys and make choices about their play. The childminder plans her time extremely well ensuring that children's individual needs and interests are catered for on a daily basis. Children learn about diversity through well planned fun activities such as making wishes to put on a tree to celebrate Chinese New Year or painting pictures with dots when learning about Aboriginal art and Australia. Excellent use is made of the local community and outdoor environment for walks in the woods and on the beach, attendance at toddler sessions and story time at the local library.

The childminder is committed to providing high quality care and constantly evaluates and reviews her practice demonstrating an excellent capacity to improve. She has recently completed a level 4 Open university course and found this extremely useful in reflecting on all aspects of her care. She makes very good use of childcare publications to give her new ideas when planning exciting new topics and themes. She regularly consults with both parents and children ensuring that their needs and preferences are known and taken account of. Parent questionnaires and letters from parents confirm that they are extremely happy with the care offered. They are provided with high quality written information outlining all aspects of the care given as well as copies of policies and procedures. Well planned settling in procedures ensures that children are happy and settled early on. The childminder uses detailed daily diaries to keep parents fully informed of daily routines and key information as well as comprehensive learning journeys to record and share assessment information. Excellent relationships with other providers of the Early Years Foundation Stage ensure that both parties are kept informed of changing needs and interests.

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

Children make exceptional progress in this warm and caring environment. The childminder has established strong positive relationships with children and they respond very well to her calm approach. She is sensitive to individual needs and responds promptly when toddlers are tired or shy. Children demonstrate a strong sense of belonging as they confidently move between play rooms, follow established procedures when coming in from pre-school and help themselves to toys and resources. They approach new experiences with enthusiasm and

confidence.

Toddlers learn about colour and texture as they handle paint. They use large brushes to spread the paint as well hands to explore the texture. The childminder provides a wide range of creative opportunities for children which include junk modelling, cooking, dough, paint and role play. All children are valued and they are excited as they celebrate their friend's birthday. They enthusiastically sing happy birthday and enjoy sharing birthday cake together. The childminder uses daily routines to develop children's communication skills. Meal times are a social occasion with the childminder sitting with the children to eat. They confidently chat about exciting events at home such as the birth of a new calf on the farm or about what they have done at pre-school in the morning. Excellent labelling around the home helps children begin to learn that print carries meaning and to recognise familiar words. For instance children confidently select their own named place mat for lunch and find their own towel in the bathroom. Children have easy access to a wide range of books and enjoy sitting with the childminder for story times. They make marks with a wide range of pencils and crayons, enjoy labelling and posting letters in their post box.

The childminder undertakes detailed weekly planning to guide her sessions. Regular observations and assessments are carried out for each child and used to inform their individual planning sheets. The childminder has a very good awareness of children's individual stages of development and provides activities that challenge and extend their learning. For instance when children are shy she takes them to toddler groups as a way for them to mix and socialise with other children and adults helping to develop their confidence. She introduces nursery rhymes in order to develop and enhance language and communication skills.

Excellent use is made of the outdoors to support learning. For instance children learn how food is grown as they help to plant leeks, potatoes and peas. They enjoy playing in the summer house as they make dens or follow a map when looking for treasure. A wide range of outdoor play equipment gives them the opportunity to develop strong physical skills. The childminder promotes their awareness of a healthy lifestyle as they play outdoors or follow established procedures in the home. For instance they readily wash their hands before eating. An excellent range of home cooked meals are provided each day ensuring children are well nourished, and drinks are easily available to them. Comprehensive, well maintained documentation is in place and used to keep parents informed of accidents or illness at the setting.

Children have formed excellent relationships both with the childminder and each other. Toddlers are delighted as older children come home from pre-school ready to play. They excitedly discuss the games they will play in the afternoon. Children make exceptional progress in communication and information technology. They use digital cameras to photograph the indoor and outdoor environment and highlight things they enjoy playing with. The childminder ensures children's individual needs and experiences are fully included in her planning. The childminder ensures children's individual needs and experiences are fully included in her planning; for example children who are going on holiday talk about airports and role play the experience they will have when they go on a plane. This helps

relieve any anxieties children may have and prepares them well for the experience. All children enjoy learning about other countries and cultures as they make dragons to celebrate Chinese New Year or learn about Australian culture through practical games and activities. Children approach learning with interest and enthusiasm equipping them exceptionally well for the future.

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
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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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