

Inspection report for early years provision

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Inspection date	31/01/2011
Inspector	Dawn Biggers
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 1996. She lives with her husband and two adult children in the Goodrington area of Paignton, in Devon. The whole of the property is used for childminding and there is an enclosed garden for outside play. This provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight at any one time; of these, three may be within the early years age group and of these two may be under one year. The childminder is currently caring for five children within the early years age group. She takes children out daily to various places of interests including the zoo, farm, museums, country parks and library. The childminder is a member of a local childminding network. She has an NVQ level 3 qualification in Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers excellent care in her warm and child-friendly home where children settle confidently. Children make significant progress in relation to their starting points and develop skills which will support their future learning. Parents appreciate and really value the individual care offered to meet the unique needs of each child. The childminder has made a thoughtful, honest evaluation of her practice to ensure she continues to offer a very special service to children and their families. Each child is highly valued as an individual and their particular needs are carefully identified through her highly effective partnerships with parents.

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 good system already in place to record children's achievements and identify and plan for their next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because the childminder has a comprehensive awareness and understanding of child protection issues and has a very good knowledge of the guidance of the Local Safeguarding Children Board. She shares her robust policy and procedure with parents to ensure they understand her responsibility in protecting their children. She makes available the Criminal Records

Bureau certificates for herself and all adult members of her household and is vigilant in recording any visitors who come to the premises. Children's safety is further assured through the excellent measures she has taken to risk assess all aspects of her practice. Her home is thoughtfully furnished and equipped to allow children to move around freely and access an abundant range of interesting and well maintained toys and resources. She is exceptionally well organised and carefully plans daily outings, and different toys and resources based on the interests and stages of development of each child. When on their regular trips in the local community the childminder is vigilant in keeping children safe through thoughtful planning. For example, she carries emergency contact details for each child. The childminder practises fire drills with all minded children to ensure that they are able to quickly and safely exit the house if needed. She has an excellent commitment to working closely with parents to identify the individual needs of each child. Parents enjoy daily written feedback about their children's care, learning and development achievements and are beginning to use these diaries to share their own observations and comments. The childminder is very happy to share information with others caring for children when appropriate. For instance, she made sure a child's learning passport was fully up to date to take with them when they started school.

The childminder has made effective evaluations of her practice and attends regular training to update her knowledge, which enhances her practice further. She has consulted parents by asking them to complete questionnaires and also within these gains feedback from the children. Parents write in detail of their great appreciation with the excellent care enjoyed by their children. Parents give particular examples of the wide range of activities offered and the flexible care willingly given to meet their changing needs. The childminder has successfully implemented the Early Years Foundation Stage. She maintains clearly written and detailed records to demonstrate how children make very good progress in all areas of care, learning and development. She is committed to ongoing professional development, for example she has recently attended a course to promote inclusion. Through evaluation and discussion she has identified the need to further develop the good system already in place to record children's achievements to identify and plan for their next steps in learning. Children are highly valued as individuals and make very good progress in relation to their starting points.

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

The childminder has an excellent knowledge of how to promote and support children's learning. Consequently, children make very good progress in all areas of learning in relation to their starting points. The childminder makes careful observations of their individual needs and plans activities accordingly. For example, a child enjoys stories and books, the childminder uses their interest in this to offer further challenges. They attempt to wrap a toy to make a present like in the story and learn to manipulate the scissors developing good coordination by cutting the paper and using the sticky tape. Children's individual photo albums encourage them to very confidently use their language to recall and share their experiences

with the childminder and peers. They talk about recent visits and family events such as the marriage of their parents. They proudly share and put new pictures in their photo album with support and say 'It's mum's birthday' when engaging about the weekend's events. Children freely use their imagination and explore excitedly rummaging through the plastic 'gems' on the floor. They enjoy the texture and feel as they collect a few in their hand and say 'I have the same patterns'. Another peer fills his truck up as the childminder helps them to begin to make a road way. They skilfully share that the letter they have cut out in the play dough resembles the number nine. A child's enjoyment of cars is adapted to engage them well in the play dough activity where they use the wheels to make marks. The childminder keeps parents fully informed of their children's progress as she maintains carefully detailed records illustrated with photographs, examples of their pictures and well written narratives. Photographs displayed clearly demonstrate the exciting range of activities and outings enjoyed by all the children cared for and facilitate lots of conversations. Parents often share their observations with the childminder in their daily 'passport'. This means that children's achievements are shared and celebrated. The childminder offers children many opportunities for them to explore their local community and venture further afield to get to know their town. Their interest in vehicles extends to a trip to see older transport forms, and steam trains. Children show a very good awareness of the wider world, for example, they hear the post person and collect the letters delivered, and discuss the weather from pictures of their trips. Photographs record their adventures and children are able to observe the great diversity of life at first hand.

Children are settled and show a strong sense of confidence and security in the childminder's care. They behave extremely well and benefit from the childminder's sensitive understanding of how to develop a firm framework to promote positive behaviour. She uses rewards and excellent explanation in developing respect for each other. The excellent partnership built with parents means that the childminder is aware of children's individual needs and responds sensitively to these. Children learn about safety from an early age, for example, putting toys away to ensure they can move safely between areas without tripping over. They enjoy excellent relationships with the childminder and her family and demonstrate a great sense of belonging. Positive images of different cultures, welcome signs in different languages and posters supporting their learning such as number are displayed throughout the play areas and they clearly understand the routines designed to promote their independence, again supported by visual pictures. Children learn from a very young age about keeping themselves healthy. Daily exercise and fresh air ensures children have lots of physical exercise and the childminder works closely with parents to support their knowledge of providing healthy and nutritious meals. There are stringent measures in place to obtain parental consent and guidance to administer medication and to treat any minor injuries appropriately. Children develop excellent self-help skills, wiping their own nose and accessing flannels and disposable towels to wash their hands and face. Through their visits in the community and socialising with others in the childminding group, children learn about the needs of others and their different lives. They are challenged to explore their environment, as daily outings support their interests, such as walks and visits to the museum and library, and they become confident when meeting new people. Children show a great enthusiasm and confidence in their learning and develop good skills to support their future

learning.

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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