

## Inspection report for early years provision

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<b>Unique reference number</b>	102363
<b>Inspection date</b>	23/03/2011
<b>Inspector</b>	Anne-Marie Moyse

<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 1998. She lives with her husband and two children, who attend local schools. The family live in a bungalow, in the town of Wadebridge, within walking distance of shops, local facilities, pre-schools and schools. All areas of the property are used for childminding. The family has a tank of fish and a corn snake, which is securely housed in a vivarium.

There is a fully enclosed garden available for outside play.

The childminder is able to care for a maximum of five children, under eight years at any one time. Currently she has five children on roll, aged from 13 months to three years. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The childminder walks to take and collect children from St. Breock Primary School, in Wadebridge. She visits the local parks, woods, libraries and children's groups.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder is exceptionally skilful at promoting excellent outcomes for every child in her care. Children are making exceptional progress in their learning and development. Overall, she has continued to review and develop her practice, driving improvements in all areas of her provision. Outstanding relationships have been established with parents, with effective systems in place for the exchange of information. As a result the childminder clearly knows and provides consistent care for each child's unique needs.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improving the systems for documenting and retaining records

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

Safeguarding children's welfare is given a high priority by the childminder. All areas of the home are exceptionally well organised and provides a safe and secure learning environment for children. Children are cared for in an impeccably clean and well presented home. Robust risk assessments are employed and vigilant checks made by the childminder keep children safe in the home and on outings. All the required documentation is in place and generally very well maintained.

However, the systems employed to record some medical information is passed onto parents when children leave the provision. As a result the childminder does not always keep copies of these records for the suggested period of time after the child has stopped attending. The childminder has designated play rooms for the children, where they can easily choose what to play with from the extensive range on offer. All resources are of very high quality and safe and suitable for the ages of the children attending. Positive images are displayed, and resources in the home promote children's understanding of their own and other people's culture and diversity in society. The childminder has a very inclusive attitude and embraces everyone, explaining people's differences sensitively to children. The childminder is confident in her ability to identify and report any child protection concerns in line with the latest guidance she receives.

A particular strength of this provision is the excellent relationships formed with parents. Parents give their enthusiastic praise for the 'amazing', 'high quality' provision for their children. Some parents comment that the childminder's 'whole attitude sets her apart from all other childcares'. The childminder establishes open and clear methods of communicating with parents. Daily chats, texts and communication books are always used to keep parents fully involved in the child's welfare and learning whilst at the setting. The childminder continually observes and assesses all aspects of children's progress and learning, keeping beautifully detailed records for the parents. These are embellished with lots of photographs of the children at play, and clearly link the child's achievements with the development stages and identifies their next steps and focus areas. These records are regularly evaluated and documented to show children's progress, which is shared with the parents for their comments. Parents find this system very rewarding and demonstrates the childminder's secure understanding of each child's uniqueness and personal learning journey. The childminder also shares this information with other providers that the children may attend, contributing to a cohesive and consistent working partnership.

The childminder successfully employs various methods to evaluate her business and practice. She has very high expectations of herself and knows where her strengths lie, acknowledging areas where improvements can be made accurately. She attends training when possible, and as a result implements effective changes in her practice, improving outcomes for children.

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

Children are exceedingly confident and secure in the childminders care. They happily seek help and reassurance from the childminder, who readily meets their needs. Children's independence is promoted as they move safely around the home and access a wide variety of high quality toys, resources and activities. The childminder interacts exceptionally well with the children, continually challenging children to develop a new skill or extend their learning during their play. With younger children she verbalises their actions, encouraging initial words and sounds. Children enthusiastically play with the train set, lining up the engines and

carriages, exploring how the magnets hold the different colour carriages together. They develop an understanding of mathematical language as the childminder encourages the children to put the train 'in front?', 'behind?' or 'under?' the bridge. The childminder shows children how to wind up the lift in the toy garage, and quickly children grasp the idea of turning the wheel and watching the effect. They show delight in their achievements and receive enthusiastic praise from the childminder, promoting their self-esteem. Shape sorter toys encourage children to manipulate and explore the various shapes, with the childminder sensitively helping the children to achieve, by giving clues and instructions, which non-verbal children understand. Young children know to wait for the electronic toy to 'lift off?' and release the shapes to start again. Activities such as paint and play dough are regularly on offer and encourage children to explore the different textures and materials, developing skills when using the various tools and brushes. A basket of home made shakers intrigues children as they explore the various colours, shapes and noises the contents make. Music and books are a daily part of the routine, with children cuddling up to look at the familiar books with the childminder.

Excellent use of the local outside surroundings promotes children's physical development and is used exceptionally well as a learning environment. Daily outings, whatever the weather, ensure that children receive fresh air and exercise to promote their health and wellbeing. The local parks and woods provide opportunity for children to climb, run and develop their coordination, and respect their local environment. The childminder makes these outings fun and exciting, and stimulates children's curiosity. A visit to the local coffee shop for a treat shows children how to behave, develop good manners and provides them with an experience to talk about and remember. Children's own routines are respected, with the childminder quickly recognising the signs of children needing a rest or sleep. The childminder follows the individual child's routine to go to sleep, and ensures that they are checked frequently to keep them safe. Food supplied by parents is stored appropriately and hygienically presented to children, with drinks readily on hand to keep them well hydrated. Individual flannels and towels are used to prevent cross infection between individuals. Throughout the day children are engaged in their chosen activity, happily learning and achieving with this dedicated and professional childminder.

## 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