

## Inspection report for early years provision

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<b>Unique reference number</b>	102473
<b>Inspection date</b>	19/09/2011
<b>Inspector</b>	Jayne Pascoe
<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.

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 registered in 1989. She lives with her husband in Bodmin, Cornwall. The whole of the premises are available for childminding. Toilet facilities are situated on the first floor. There is a fully enclosed rear garden for outside play.

The childminder is registered to care for a maximum of six children at any one time; of these three may be in the early years age group. There are currently four children attending who are in the early years age group. The childminder supports children with special educational needs and/or disabilities. Children live locally and some attend other early years settings. The childminder also offers care to children aged over five years. The provision is registered by Ofsted on the Early Years Register and 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.

The childminder demonstrates an excellent knowledge and understanding of the Early Years Foundation Stage. The exceptionally positive partnerships established with parents and other early years agencies contribute to her ability to successfully meet children's individual needs. Enjoyable and challenging activities, coupled with effective systems for assessment, are used to maintain a progressive cycle of learning. The childminder has highly effective systems in place to identify areas for further development. She shows a strong commitment to improving outcomes for children even further, such as building on their already excellent understanding of healthy lifestyles.

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

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

- developing further opportunities for children to recognise the importance of keeping healthy and those things that contribute to this.

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

The childminder demonstrates an excellent awareness of safeguarding issues. Comprehensive policies, procedures and risk assessments are used very effectively, to ensure that any concerns are prioritised and dealt with promptly. Children are supervised closely at all times and are protected from unvetted persons. The

childminder has a very good knowledge and understanding of the Local Safeguarding Children Board procedures and is able to identify, record and report any concerns.

The childminder actively promotes equality and diversity and tackles unfair discrimination highly effectively. Excellent partnership working ensures every child receives an exceptional level of support and that their individual needs, preferences and abilities are identified and met well. Children have very good opportunities to learn about, and understand, the society in which they live. They benefit from regular opportunities to take part in local social activities. Children have free access to a very good range of resources that promote a positive awareness and respect of people's differences. They have excellent opportunities to explore and celebrate their own cultures and beliefs and those of others. The childminder has successfully introduced Makaton signing as an additional form of communication. As a result, younger children who have yet to develop their language skills are fully included, able to express their specific needs and to communicate freely with others.

The childminder is highly successful in promoting children's welfare, learning and development. She organises her home extremely well to provide a safe, comfortable and enabling indoor and outdoor environment. The equipment and resources are of a high quality and support children's learning and development highly effectively. Children are able to move freely to access their favourite toys from the wide selection available. The childminder has implemented rigorous systems for monitoring and evaluating her practice. As a result, the actions that she takes are well targeted and have a very positive impact in bringing about sustained improvement. She has identified several areas for future development that will significantly improve outcomes for children.

The childminder has established extremely positive relationships with parents. Excellent systems are in place for sharing information regularly. Parents and children are encouraged to be fully involved in decision making on matters affecting the setting. Feedback from parents shows how happy they are with the childminder's consistently high standards. Parents are very well-informed about all aspects of their children's achievements, well-being and development. Individual learning journeys contain examples of children's work, written observations and photographs. These are shared with parents to celebrate children's achievements and identify agreed 'next steps' for their learning and development. There is evidence from these records that children are making outstanding levels of progress. Some children also attend other early years settings and the childminder has highly effective systems for sharing information with them. As a result, children enjoy a shared approach to their care and learning.

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

Children are extremely settled and happy in the care of the childminder. They have established especially strong and positive relationships and demonstrate a strong

sense of belonging and self-confidence. Children follow the very good examples set by the childminder and are polite, kind and helpful. They demonstrate remarkably good social skills and are exceptionally polite. Children benefit from regular opportunities to engage in local social activity groups and visit local places of interest. They enjoy walks to school, the park and nearby woodland. Children routinely learn about the range of people in the local community and wider world.

Very effective daily routines ensure that children's welfare needs are met well. Children make excellent progress in their learning and development due to daily planning which provides tailored opportunities for all. They demonstrate exceptional communication and numeracy skills. They are skilful in using programmable and interactive toys. They work extremely well independently using their own initiative and also work successfully with others. Children are active learners, who show great curiosity and a desire to explore. They are developing a very good awareness of sustainability. They grow fruit and vegetables, compost waste foods and collect rainwater. They show high levels of concentration. They sort out a basket of fruit and vegetables, naming each item. They then place them into particular groups and count how many of each item they have. The childminder supervises children well and provides high levels of support and encouragement. Children enjoy the active involvement of the childminder in their play.

Children benefit from very good opportunities to enjoy fresh air and physical exercise and for exploring and investigating the outdoors. Overall, healthy lifestyles are promoted exceptionally well. Parents provide nutritious meals and snacks that meet children's individual needs. Children follow very good health and hygiene procedures for hand washing and toileting, which develop their understanding of the importance of maintaining their own health. The childminder is eager to develop this area further by helping children to make more links between good practice with regard to eating and exercise and their own good health. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. For example, they routinely learn about road safety and regularly practise emergency evacuation procedures with the childminder.

Children enjoy problem solving. They sort and weigh a range of natural materials they collected on a recent nature walk in the woods. They use a pair of traditional scales to try and balance pine cones and conkers. The childminder extends their learning further by introducing language such as 'more than' and 'heavier'. Children's language skills are extremely well developed. They are also able to communicate very effectively through facial expression, body language and Makaton. Children are creative and imaginative in their art work. They enjoy regular opportunities to express themselves through painting, collage, play dough, sensory play, role play, music and dance sessions. Children's art work is attractively displayed for all to value and admire.

## 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

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

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