

Inspection report for early years provision

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Inspection date	04/10/2011
Inspector	Anne-Marie Moyse
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 2011. She lives with her husband and two children in the Paignton area of Devon. The ground floor is the main area used for childminding and there is an enclosed garden for outside play. The family has a rabbit.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years, of whom no more than two may be in the early years age range. She currently cares for five children under eight years, of whom four are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very secure and valued. They take part in a wide range of activities and experiences which help them to make good progress in their learning and development. The childminder uses her training and experience to create a very enabling environment which reflects the unique needs of the children attending. She has established excellent relationships with parents and has generally good systems in place to share information with other providers. Overall, she has effective systems in place to reflect on her practice. She considers how to improve her

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further systems to maintain a regular two-way flow of information with other providers delivering the Early Years Foundation Stage to ensure a shared approach to children's learning and care
- develop further the systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children, with particular regard to seeking the views of others.

The effectiveness of leadership and management of the early years provision

The childminder has a good range of policies and procedures which underpin the safe and effective management of her provision. She has continued to attend

training and increase her knowledge of good childcare and safeguarding practice. She is confident to recognise the signs and symptoms of abuse and follow the correct procedures if she has any concerns over a child's welfare. Her home is exceptionally clean and well-maintained and provides a stimulating learning environment for each child. All areas of the home are thoroughly checked for hazards and the childminder maintains comprehensive records demonstrating how she minimises risks to children. Children freely play with an inspiring range of resources and frequently play outside. The childminder promotes an inclusive approach to embracing children's differences and extending their understanding of wider society. She makes good use of local facilities and groups to extend children's experiences and develop their passion for learning.

The childminder has formed excellent relationships with parents who are very well informed about all aspects of their children's achievements, well-being and development. Parents are very supportive and are keen to express their delight with the quality of care their children receive. They enthusiastically describe the childminder as being 'organised, calm, pragmatic, extremely enthusiastic and cheerful'. The childminder and parents have open communication channels which ensure that children's unique needs are well known and fully supported. The childminder conducts regular observation and assessments of the children to identify how she can best support them in their learning. She keeps attractive and colourful learning journals which provide an informative account of how children are learning through their play. She shares these frequently with parents. This ensures that there is a shared approach to agreeing appropriate challenges and activities to support and broaden children's learning and development. The childminder has established a good working relationship with some other providers of the Early Years Foundation Stage. However, she has been less successful in working with others who have not responded fully to her request to share information. As a result systems to ensure a shared approach to every child's care and learning are not yet fully effective.

The childminder is well-qualified and continues to review her practice and knowledge and identify areas that she wishes to develop. She has not yet formalised this process to fully consider feedback from others connected with the provision and reflect their views for improvements. She is enthusiastic to expand her business, and is highly motivated to continually improve outcomes for children.

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

Children are very well supported and have formed close bonds with the childminder. They are extremely confident and secure and understand the daily routines and childminder's expectations. They quickly take responsibility to put on their own shoes and jumpers before going outside and are beginning to help tidy away resources before playing with others. They behave very well for their age and stage of development.

Children are highly motivated to learn and enthusiastically explore the activities on

offer. They become engrossed with the various wheeled vehicles, cars and trains, counting and comparing the number of wheels. They paint with water onto the mat, developing their fine control as they draw. The activity is extended as they paint the vehicle wheels and watch how they make marks as they are pushed along. Children's interests are further supported as they stand and look out of the window, talking about what they see and count the cars parked in the street. The childminder encourages them to talk about the local area and gain an understanding of their own culture and community. Children visit local attractions, including the zoo, which extends their experiences and understanding of the wider world. They use high quality resources to reinforce their interests in the wild animals. They compare the size of the toy giraffe family as they carefully stand them up. They develop their imagination as they build enclosures for the giraffes and make the elephants stomp around the room. They enjoy sitting quietly and reading a book with the childminder or singing songs and using instruments to develop their sense of rhythm and language development.

Children are learning to adopt healthy lifestyles. They make frequent use of the outside area and enjoy being active as they run, climb and slide. They use small equipment, such as balls and scooters and extend their physical skills as they catch and throw or balance safely. They are fascinated by the rabbit and learn how to take care of it. They are taught the rules of opening the hutch and how to stroke the rabbit safely. They follow good hygiene routines as they wash their hands thoroughly after playing outside and handling the rabbit. They enjoy a good balance of being active and resting, with their individual routines fully supported by the childminder. Children's dietary needs are known and they are offered a range of healthy food options. They are offered drinks on waking from a sleep and when they are thirsty. They are learning how to keep themselves safe as they regularly practice the fire drill and are encouraged to identify risks for themselves.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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