

Inspection report for early years provision

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Inspection date	20/10/2011
Inspector	Jayne Pascoe
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.

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 has been registered since 1992. She lives with her husband and two adult children on the outskirts of the village of St Dominick, in Cornwall. The family has three dogs, which can be kept in kennels outside. The whole of the ground floor is used for childminding and the home has a designated play room. Children also have use of a bedroom on the first floor, where a cot is available for younger children to sleep during the day. There is a secure and well-resourced outside area for play.

The childminder is registered to provide care for six children and of these, three may be in the early years age group. She also provides care for children over five years. Children generally live locally and some attend other early years settings. The childminder currently provides nursery education for five children. 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.

Children are cared for by an extremely knowledgeable, experienced and capable childminder. Exceptionally effective relationships have been established with children and their families. As a result, children's unique needs and preferences are identified, respected and met particularly well. Enjoyable and stimulating activities are used very successfully to promote children's learning and development. Parents are fully involved in monitoring children's progress. The childminder also maintains highly effective partnerships with other early years agencies and providers. She has implemented particularly good systems for self-evaluation and demonstrates an excellent ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- enhancing opportunities for children's learning and development through a balance of adult-led and child-initiated activities.

The effectiveness of leadership and management of the early years provision

The childminder is exceptionally successful in promoting children's welfare, learning and development. She has developed extremely robust systems to safeguard the children in her care. Comprehensive written risk assessments are

used to effectively monitor children's safety and security at all times. Excellent opportunities are available for children to manage everyday risks. For example, they discuss road safety, use appropriate safety equipment and follow regular emergency evacuation procedures. As a result, they are beginning to take responsibility for their own safety and that of others. Children are supervised closely at all times and are protected from unvetted persons. The childminder is highly confident in her knowledge and understanding of the Local Safeguarding Children Board procedures.

The childminder is highly successful in providing an inclusive, enabling and welcoming indoor and outdoor environment. Children freely access favourite toys from a very wide selection of high quality resources. As a result, children are becoming increasingly confident and independent. The childminder is exceptionally attentive and highly responsive to children's individual needs. Children's differences are valued and respected. The childminder is exceptionally competent in her promotion of equality and diversity. Children receive excellent opportunities to explore and celebrate their own culture and beliefs and those of others.

The childminder has established exceedingly positive relationships with parents. Exceptionally good systems are in place to share information very regularly. Daily discussion, individual diaries, activity folders, a photo board and policies and procedures are used effectively to agree best practice. Partnerships with other providers are also exceedingly good. As a result, children benefit from continuity of shared care and learning. Parents provide exceptionally positive feedback on the quality of provision, through recently completed questionnaires. All express their complete confidence in the childminder's abilities and describe how children thrive in her care. The childminder successfully monitors and evaluates her practice and has identified appropriate areas for future development. For example, she has highlighted the benefit of maintaining a better balance between the range of adult-led and child-initiated activities. She intends to achieve this by enabling children to have a greater influence in developing ideas for play. The childminder is highly committed to driving future improvement. She regularly attends relevant early years professional development courses and is currently completing further training, in order to enhance practice in the use of the outdoor learning environment even further.

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

Children are extremely happy, settled and content in the care of the childminder. They have formed exceptionally strong and trusting relationships with adults and other children. They highly value the friendships they have made and talk fondly of the childminders family and other minded children. Children benefit from following a familiar daily routine. They have their own coat pegs and a place for their belongings. Their photograph is displayed prominently in the entrance hall. As a result, they have an exceptionally strong sense of belonging and self-worth. Children are learning to care for themselves, as they develop their abilities in toilet training, dressing appropriately for the weather, eating healthy foods and keeping

themselves clean. They have recently focused on dental hygiene. Children routinely brush their teeth after meals and have been reading books about tooth care. They have explored a large-sized model of a tooth and visited the dentist. Children are also developing an excellent awareness of keeping themselves safe through excellent routine practices and planned opportunities for learning.

Children follow the very good examples set by childminder and are kind, helpful and demonstrate excellent social skills. Children communicate very effectively with the childminder and other children through their emerging vocabulary, signing, eye contact, facial expression and body language. The childminder is extremely skilful in her ability to extend their vocabulary. Children select favourite books for personal enjoyment in the cosy book corner. Their mark-making is valued and displayed prominently for all to admire. Excellent use of labelling indoors and out, effectively supports children's learning and successfully promotes their increasing levels of independence. Children discuss the weather and seasons and agree what clothing to wear when they go outside to play, as it is cold with occasional showers. Children are developing an excellent awareness of their local community, as they visit the school, National Trust properties, woodlands and other local places of interest. They are actively involved in many local events and have recently won first prize at a horticultural show. Their understanding of the wider world is also effectively promoted through use of a wide range of extremely interesting books, visual aids and toys. Children are very competent in their use of the programmable and interactive toys.

Children greatly enjoy manipulating play-dough to make different shapes, which they decorate with patterns from a fossil, a sieve and a wide selection of play-dough tools. They use the calendar to work out the correct day of the week, the date and the season with adult support. Children measure out the distance between seeds when planting, which is agreed at two trowels in length. They also successfully build tall towers using natural wooden stacking rings. As a result, they demonstrate an excellent ability to problem-solve. A particular strength of the provision is the exceptionally good use of the outdoor environment for play and learning. Children regularly enjoy nature walks, correctly naming the different leaves and seeds collected. They create wonderful leaf and apple prints which are displayed attractively on the play room wall. Children feed the birds, encourage wildlife into the garden with the provision of bug houses and they plant and grow their own flowers, fruit and vegetables. They have been involved in healthy eating projects and are developing an awareness of sustainability. Children demonstrate an excellent understanding of how food is produced, harvested, prepared and cooked.

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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