

## Inspection report for early years provision

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<b>Unique reference number</b>	104539
<b>Inspection date</b>	10/11/2011
<b>Inspector</b>	Lynne Bowden
<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 has been registered since 1989. She lives with her husband and two adult sons in Ivybridge, Devon. The whole of the ground floor is used for childminding. The upstairs is used for rest and to access the bathroom. There is a fully enclosed garden available for outside play. The family has a pet dog and a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years old, three of whom may be in the early years age range. She currently has five children in this age range on roll, including children who are learning English as an additional language. The childminder lives within walking distance of local schools and facilities. She is a member of the local childminding network.

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

Overall the quality of the provision is outstanding.

Overall, the childminder has enthusiastically embraced the Early Years Foundation Stage framework. She is particularly skilled at using her excellent assessment and planning systems and records to promote and monitor children's development through play. She gives very high priority to children's safety and sense of security in her child-centred home. She reflects thoroughly on her practice and uses research and further training to maintain her very high standards. This allows her to continuously improve outcomes for children.

## **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 systems to provide a shared approach to children's care and learning by engaging with local authority early years consultants and advisory teachers in order to develop practice further across all areas of learning

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

The childminder has a very secure knowledge of safeguarding procedures which

helps her to keep children safe. She conscientiously monitors access to the premises and keeps a detailed record of all visitors. She makes extremely detailed, effective risk assessments and reviews these regularly. These help to minimise any possible hazards. The childminder conscientiously strives to improve her knowledge and practice. She attends training, subscribes to professional journals and takes part in peer mentoring. This involves a fellow childminder observing and giving feedback on her practice. She uses this information to help her evaluate her practice and identify areas for further development.

The childminder has a highly effective partnership with parents. Parents praise her for the wide range of activities that their children enjoy with her. The childminder keeps extremely clear and detailed daily diaries and records of children's progress. These keep parents very well informed about their children's levels of development and achievement. The childminder invites them to contribute to these to fully involve them in their children's learning. She uses her comprehensive knowledge of the children to plan and provide activities that interest them and promote their learning and development. She conscientiously ensures that all areas of learning are addressed. She does so highly successfully and has identified she would welcome more training in Knowledge and Understanding of the World and Problem Solving, Reasoning and Numeracy to further enhance her practice.

The childminder is aware of the importance of having effective partnerships with other providers to provide a shared approach to children's care and learning. None of the children on roll currently attend any other provider but the childminder has systems in place to share information in the future. She provides a very wide range of resources that are easily accessible to all children. She makes very good use of local libraries and ensures children have daily use of resources showing positive images of people with physical disabilities and of different races and ages. She provides dual language books to celebrate and value children's home languages and to raise children's awareness of difference and diversity.

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

In this comfortable, extremely child-centred environment, children develop confidence and a strong sense of self-esteem and self-worth. Their home cultures and languages are celebrated and as they see their reflections in a mirror they hear themselves described as 'beautiful babies'. They have excellent opportunities to develop their physical skills. Toddlers balance as they walk, pretending to cook and carrying toy pots of pasta. Babies confidently use the furniture to pull themselves up to standing position and walk around safely using the furniture as support. They develop awareness and understanding of shape and size and coordination as they try to build with construction toys. Children become familiar with books as they explore them and share them with the childminder. They extend their vocabulary and awareness of the world around them as she describes the pictures to them. They experience excellent hygiene routines from an early

age. They begin to recognise and use their own colour-coded toothbrushes and towels as they clean their teeth after lunch and this protects them from the risk of cross infection. They help plant and nurture fruit and vegetables in the garden and allotment and see how these are used to make nutritious meals, such as pumpkin soup.

Children develop an excellent awareness of, and respect for, difference and diversity. They use dual language books and are involved in projects linking traditions from a variety of different cultures. They learn about seasonal changes in the environment, kicking through and collecting fallen autumn leaves to create pictures. They become aware of concepts such as light and dark as they make pumpkin lanterns and take part in projects linked to Diwali and Bonfire Night. Children benefit from being able to freely and safely explore different materials, such as sand, wood and gloop. The childminder provides alternatives, such as sugar sprinkles, for children who do not like the feel of sand. Young children enjoy sociable mealtimes safely strapped into highchairs and they start to develop independent skills as they feed themselves finger foods. Children are also learning about keeping themselves safe as they take part in frequent evacuation drills.

## 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	3
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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