

Inspection report for early years provision

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Inspection date	21/11/2011
Inspector	Sally Hall
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 was registered in 1999. She lives with her husband and four children in Torquay within walking distance of the local schools, pre-schools and other amenities. The ground floor is used for childminding and children access upstairs to sleep. The family has a rabbit.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under the age of eight years, of whom not more than two may be in the early years age group. There are currently six children on roll, of whom five children are in the early years age group. Children attend at various times of the week. The childminder is an accredited member of the local childminder network and receives regular support visits from the network coordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides an extremely caring and enabling environment. Children are very confident and enjoy an excellent range of play opportunities to support their stage of development and individual interests. Very informative and well documented observations and assessments are completed on the children and shared with parents to enable them to fully support their child's learning at home. Overall, the childminder works successfully with other providers to ensure a shared approach to children's care and learning. The childminder's very reflective practice ensures that each aspect of her provision is continually monitored and evaluated. She demonstrates an excellent capacity for 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:

- developing further methods of working in partnership with all other settings to ensure a shared approach to children's care and learning.

The effectiveness of leadership and management of the early years provision

Children flourish in the care of this experienced childminder who acts as a very positive role model. She is extremely well-organised in preparation for children's arrival, enabling them to quickly settle and engage in an excellent range of play opportunities. Children are extremely happy and secure in her care. The

childminder takes very positive steps to protect them at all times with highly effective systems in place to enable them to play in a safe and secure environment. Children are supervised extremely well at all times whilst being able to play freely in the home and individual routines are met very effectively. Comprehensive risk assessments are completed and fire drills are practised with the children, so they are clear of what to do in the event of an emergency. The childminder has a very secure understanding of safeguarding children and is clear regarding the procedure to follow in the event of a concern.

The childminder provides an excellent range of play opportunities which include interesting activities to raise children's awareness of diversity. They take part in planned activities and celebrate festivals from different cultures in a meaningful way for their age, stage of development and understanding. The childminder provides a very inclusive provision ensuring that each child's individual needs and routines are met. Children have access to a very good range of resources that are rotated to provide variety. The day is planned to provide children with an extremely good balance of adult-led and child-led play opportunities. The childminder takes account of their interests and also offers new opportunities to extend their learning.

The childminder has established an excellent relationship with the parents. She ensures that they are kept very well informed about their child's care and learning through discussion and daily diaries. The diary also enables parents to make comments and share home news to ensure consistency of care. There are excellent systems in place to keep parents extremely well informed of the progress their child is making and the next steps the childminder is working on with them. The childminder keeps well documented learning journeys. These include photographs of the children and some of their work and clearly show the progress that each one is making. This enables parents to be fully involved in their child's learning and development. The childminder has an informative prospectus to share with new parents, as well as her policies and procedures, so they are very clear of her practice. She has received extremely positive feedback from parents valuing the care she provides. The childminder has overall, established very good partnerships with other settings that children attend. However, she is still endeavouring to link with one setting. This means that a shared approach to children's care and learning is not fully in place for all the children in her care.

The childminder has high expectations of herself and ensures that each child is effectively supported to reach their full potential. The childminder self-evaluates her practice very effectively to identify areas for development. She is committed to attend training to further support and enhance the provision for children. She keeps up-to-date with current legislation and undertakes regular childcare courses to extend her own knowledge. This reflects her driving ambition to further develop the high standard of quality childcare already provided.

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

Children are extremely happy, safe and secure. They have an excellent rapport with the childminder and each other. They receive extremely good support from the childminder who plans an excellent range of play opportunities to support their stage of development and individual interests. They are extremely confident and state what they would like to do. They show high levels of independence and curiosity and a strong sense of security. They are encouraged to use their own ideas and investigate and enjoy role-play, such as making dens. The childminder actively joins in with the children using the den for story time. Children are encouraged to choose the books they want to have read to them and which action songs they would like to sing. They are fully involved in their own learning and enthusiastically join in all the activities. They learn to take turns and share and are reminded of the importance of good social skills at meal times. They are developing a very good understanding of how to keep themselves safe. For example, they give each other space to play safely and learn how to move safely on the stairs. They learn the 'Green Cross Code' when out walking and learn why they need to be safely strapped in car seats on car journeys. They are familiar with the house rules that are reinforced in an extremely positive way.

Children enjoy an excellent range of craft activities and explore with different textures and materials. These include rice, pasta and foam. They choose what toys they want to use in the foam and talk about the texture and what it feels like. They then say 'I am shaving like my daddy' as they engage in role-play. Children's language is encouraged extremely well, enabling them to become skilful communicators. They recall recent events such as a visit to Decoy Park and a trip to the zoo, recalling the names of the lions. The childminder uses open questioning effectively to encourage their speech and thinking and the children are learning Makaton sign language. They learn their numbers and colours in naturally occurring situations throughout the day, such as counting at snack time. They learn problem solving as they complete puzzles and make marks with a variety of materials. They explore volume with sand and water and learn to use a range of tools safely as they play.

Children learn the importance of healthy eating and a very healthy diet is provided by the childminder. Meal times are very social occasions and children are reminded to have plenty of fluids throughout the day. They learn about self-care with confidence from a young age and confidently wash their hands before meals and after messy play. Outside play opportunities are promoted by the childminder to ensure that children have plenty of fresh air and exercise. They have regular outings and access to a secure garden with a very good range of toys and resources to support their physical development. They have regular visits to local groups, giving them the opportunity to socialise with other children and often go out to places of interest.

Children behave extremely well. They receive consistent praise and encouragement from the childminder which they relish and are extremely confident and settled. The childminder is delighted when she sees them make

progress and achieve new skills. She uses the children's observations and assessments very effectively to support them in their next steps of all areas of learning. She uses them to provide challenge to build on what they already know and can do easily. Children are keen to look at their learning journals and say 'that is me' as they look at photographs of themselves at play. They are making very good progress in their learning and developing very good skills for the future. These provide an excellent foundation for their future development.

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	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	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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