

Inspection report for early years provision

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| Unique reference number | 151392 |
| Inspection date | 22/11/2011 |
| 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 first registered in 1991. She lives with her husband, in Brixham, South Devon. The home is accessed to the front by a flight of steps or by level access through the back garden. The whole of the premises is used for childminding, including a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under the age of eight years, three of who may be in the early years age group. The childminder is able to provide overnight care for two children. Currently the childminder has 10 children on roll, aged from one to 12 years, including four in the early years age range. At times the childminder works with a co-minder and the co-minder's assistant may operate from the co-minder's premises. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is qualified to level three and is able to receive funding for nursery education for three- and four-year-olds. She regularly attends the toddler groups and libraries, and also visits the local attractions, activities held at the local Children's Centre and walks around the rural area. The childminder takes and collects children from St Margaret Clitherow Catholic School.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this happy, relaxed and inclusive atmosphere. They are engaged in a wide range of stimulating and interesting activities, both in the home and in the local community. Excellent partnerships with the parents and other providers contribute to effective information sharing. Consequently children's unique needs are valued and respected. The childminder's meticulous approach to documenting and evaluating all aspects of the business, combined with some useful feedback from parents helps her to identify and drive improvements exceptionally well. She demonstrates an excellent capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- using parents' comments to contribute to the development of the policies and practice of the setting

The effectiveness of leadership and management of the early years provision

A comprehensive range of policies and procedures are in place to underpin the effective safeguarding of children's welfare. The childminder is conscientious in supervising children yet encouraging them to be independent and take a growing sense of responsibility. Sensible precautions are taken throughout the premises to minimise hazards and promote children's safety. For example, fire evacuations take place spontaneously through an unexpected call from a co-minder, creating an emergency scenario that the childminder and children calmly react to. Detailed and extensive risk assessments are in place which are evaluated and consider the varied needs of the children attending. Checks are conducted daily to ensure that all reasonable precautions have been taken, and children are kept safe. The childminder pays equal attention to minimising hazards which may occur on outings, and includes carrying details of each child in case of an emergency situation. The childminder continues to refresh her safeguarding training to keep up-to-date with the most recent procedures to follow should she have any concerns over a child's welfare.

Excellent use is made of the well maintained home. All areas are meticulously clean and well presented and children have their own designated cots for sleep and rest when needed. Children can move freely, and safely access a range of high quality, age appropriate books, toys and resources that support their learning. The childminder promotes an inclusive environment where children are developing a respectful and wide understanding of diversity in society. Various resources and regular outings help to introduce children to many different people, where they learn about the needs and cultures of others. The childminder sensitively interacts with the children attending and adapts the activities according to their stage of development. She confidently manages to engage children's interests in activities, challenging them appropriately to extend their learning.

All the required documentation is in place and accurately maintained. Clear and effective systems for self-evaluation are in place which is diligently used to drive improvements. The childminder continues to systematically evaluate and evolve her own documents, providing a clear and organised approach to keeping records. Action plans, with target dates, are used to review the policies routinely. Parent's thoughts and views are sought and the childminder recognises the benefit of involving them in the development of policies and documentation to enhance the provision. Since the last inspection the childminder has worked hard to improve the way she records her observations and assessments of children's learning. She now successfully completes beautifully presented and realistic accounts of each child's learning, with clear and appropriate targets for each child to help them progress rapidly. These records are frequently shared with parents and other providers, which the children attend, so that their comments are recorded and used to provide consistency for the child. Transition arrangements are sensitively supported to ease children's move onto their next stage of learning, with learning records used well to inform the child's next carer or teacher. Parents are very pleased with care and learning experiences the childminder provides. They have formed very trusting positive relationships and work well together to benefit the children.

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

Children are making excellent progress in their learning and development. They are engaged in a broad range of activities which are well balanced between their own choices and planned activities to extend their knowledge and understanding. Children are involved in planning the day's activities and make suggestions which are valued and positively acknowledged, discussing what they might do after lunch. Children are forming strong bonds with the childminder. They show a sense of security and are very respectful of each other and the resources. They are very polite and well behaved, and understand the expectations of the childminder. Children happily sing and dance, confidently expressing their opinions and thoughts. Their communication skills are excellent for their age and stage of development. Children sit and listen intently to the stories read to them, or discuss the pictures and their understanding of what the pictures are telling them. Books about emotions are well used to help children recognise and understand others feelings and diversity. They sit and follow step-by-step instructions in a book and successfully draw a variety of animals, using excellent control and co-ordination. They demonstrate a sense of pride and achievement as they show the pictures to others, and choose whether to take it home to parents or display it at the childminder's home, boosting their self-esteem. Children concentrate extremely well, and are motivated to experiment and 'have a go'. Throughout the activities they count, calculate and predict what might happen. They are engrossed with the effect the marbles create as they are shaken in a tin, mixing the different colour paints on the paper inside. Their curiosity is enhanced as they take off the lid to find out what has happened, describing the patterns and colour changes. They explore the different colour combinations, comparing and commenting on their favourite piece of art.

Babies develop their sensory awareness as they explore the various treasures in the basket, feeling the various materials, textures and items. They crawl and are encouraged to pull themselves up against the furniture and begin to balance. Their individual sleep and eating routines are respected and foster a sense of security, as they quickly settle to sleep. Their safety is checked continually as the childminder checks them frequently and uses a listening device to monitor them. Children's health is very well supported as they play in an impeccably clean and welcoming environment. They follow excellent hygiene routines and have daily exercise and fresh air to aid their physical development. Children eat healthy, balanced meals and snacks, made with organic products, and extend their tastes as they try new foods. They drink plenty of water and milk when they are thirsty. Trips out to groups and local attractions help children develop their social skills and learn about the needs of others in society. They enjoy visits to the zoo and aquarium to learn about the natural world, which is then supported with follow on activities to reinforce their interests and understanding. Children follow excellent safety routines, such as learning about road safety on outings. They recognise the importance of holding hands and looking after each other when crossing the roads and are beginning to take a responsibility for their own safety.

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

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| 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

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| 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

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| 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

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| 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

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| 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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