

## Inspection report for early years provision

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<b>Unique reference number</b>	EY367273
<b>Inspection date</b>	09/12/2011
<b>Inspector</b>	Julie Wright
<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.

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## **Description of the childminding**

The childminder has been registered since 2008. She lives with her husband, who is registered as an assistant, and two children, aged six years and two years, in Plympton, Devon. The whole of the house is available for childminding purposes. The bathroom and toilet are on the first floor. There is a securely enclosed lower patio area for outdoor play. The house is within walking distance of a school, pre-school, shops and other local amenities. The family has a cat and a rabbit. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years; of these, two may be in the early years age range at any one time. When working with an assistant the childminder may care for a maximum of six children aged under eight years; of these, five may be in the early years age range at any one time. There are currently seven children on roll, all of whom are in the early years age range. The childminder attends local carer and toddler groups. She is an accredited member of the local childminding network.

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

Overall the quality of the provision is outstanding.

The childminder is exemplary in her provision of care for children. She has an excellent awareness of children's learning and development. Most aspects of planning and provision are thorough. Highly effective partnerships with parents and others contribute significantly to children's welfare. The childminder is rigorous in her self-evaluation. She demonstrates an excellent capacity for ongoing 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:

- improving the opportunities for children to see, develop and use their home language in play and learning.

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

The childminder is robust in her implementation of all childcare policies and

procedures. This means that she is thorough in promoting children's health, safety and well-being. The childminder is conscientious at all times about safety for children. Risk assessments and emergency plans are rigorous. For example, the childminder varies the scenarios in the regular fire drills. The childminder has secure, up-to-date knowledge of the Local Safeguarding Children Board procedures. She attends relevant training and informs parents about her safeguarding responsibilities. Records and documentation required for childcare arrangements are in meticulous order.

The childminder is exceptionally well organised in her practice. Her husband acts as an assistant, so that ratios and consistently effective support are maintained. Resources are in excellent condition and readily accessible to children. Posters and photographs are displayed at child-height, so that children can see them and recall their learning experiences. Signs, labels and pictures are used to good effect, enabling children to make independent choices, although these do not reflect the home language for all children. Nevertheless, the childminder promotes inclusion and equality exceptionally well. She provides varied and interesting opportunities for children to become aware of diversity. Resources reflect differing backgrounds and parents contribute ideas for activities.

The childminder takes every opportunity to extend, challenge and promote children's learning. This means that daily routines, activities and events are meaningful for children. They develop exemplary awareness of health, safety and expectations of behaviour. The childminder is meticulous in her observations, assessments and planning for children's progress. She compiles a wealth of information in daily diaries, learning journals and photograph albums. Frequent discussions take place with parents about their children's welfare and progress.

The childminder values the views of parents and children, which contribute to her self-evaluation. Parents provide excellent feedback and highly commend the care given. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder provides previous and recent evidence of her pro-active approach to partnership working. Since the last inspection, the childminder has attended an extensive range of courses. The childminder reflects on her practice and successfully identifies aspects to develop further, demonstrating an excellent commitment to continuous improvement.

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

Children are exceptionally happy and thrive in the care of the childminder. They form excellent relationships, both with her and family members. Children eagerly greet the childminder's husband and relish the time that he is present. Throughout the routines and activities, children approach everything they do with great enthusiasm. Children are highly motivated and keen to participate. For example, they busily organise themselves as they collect their individual circle mats. They sit

with eager anticipation as the childminder begins 'rhyme time'. The childminder is skilful in her provision of resources and props. For instance, children show delight as they use toy spiders and ducks to reflect the songs they are singing. Children recall what they have been doing and sing spontaneously at other times. Story telling is equally animated and children concentrate for significant periods. They listen with rapt attention and also readily join in to chant responses at the right time.

The childminder provides an excellent balance of organised activities and free-play. Children eagerly explore and make confident requests for things that they would like to do. Toys and equipment are imaginatively presented to stimulate children's learning and understanding. For example, the 'shop' has a range of replica foods which can be sorted into 'healthy' and 'junk' boxes. Young children pretend to cook and say 'hot' as they play. They behave exceptionally well and are highly cooperative. Children show concern and apologise if they accidentally hurt someone. A good sense of responsibility develops from an early age and children are keen to help. Children benefit from frequent outdoor play opportunities and plenty of exercise, both indoors and outside. Outings provide varied and interesting experiences for children. For instance, children discover and play in teepees as they walk through the woods. They visit the zoo and enjoy 'close encounters' with species, such as snakes, spiders and tortoises.

Trips are used to extend children's understanding of safety, for example, they wear high-visibility jackets. Children also know that if they cannot see the childminder, then she cannot see them. They learn about different services and people's roles in the community. An extensive range of dressing-up clothes enables children to re-enact their learning. For instance, they pretend to be astronauts, fire or police officers. Items reflect clothes of the world, such as traditional costumes. Children develop exemplary awareness of similarities and difference in people and places. They understand that some people speak other languages and eagerly gather for a favoured 'Spanish' programme. Children learn about different festivals, customs and associated foods. They experience a wide variety of tastes and textures, including Chinese moon cakes and sweet dumplings. The childminder provides exotic fruits to link with a popular story. This makes learning fun and tangible, so that children really understand what the pictures in the book mean.

## 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	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

<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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