

Inspection report for early years provision

Unique reference number	EY416108
Inspection date	31/01/2012
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.

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Description of the childminding

The childminder has been registered since 2010. She lives with her husband and three children in a semi-detached property in Brixham with a secure garden. They are within easy walking distance of the town and local pre-schools and schools. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for five children under eight years of age, of whom three may be in the early years age group. There are currently 13 children on roll, of whom four are in the early years age group. The family has one rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of implementing the Early Years Foundation Stage to support children's learning and development. She provides an extremely safe and enabling environment. Children have access to a secure garden. This has further potential to extend the range of learning opportunities for children to explore and investigate. The childminder has developed an excellent partnership with parents. Keeping them extremely well informed of how their child has been and the progress they are making. To enable them to fully support their child's learning at home. The childminder reflects her practice through her own self-evaluation and has identified areas for her own development. She demonstrates a secure capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the garden further to provide additional play opportunities for children to explore and investigate.

The effectiveness of leadership and management of the early years provision

The childminder is very well organised and plans in readiness of children's arrival. Children are very happy and supervised well at all times. They have a safe and secure home in which to play. Risk assessments are completed and sensible precautions have been taken in the home to minimise any potential hazards. Fire drills are practised with the children, so they are clear of what to do in the event of an emergency. The childminder is clear of the procedure to follow in the event of a child protection concern. Children have access to a good range of toys that are

rotated to provide variety and support children's individual interests. Children have a broad range of play opportunities to support all areas of learning and to raise their awareness of diversity and the wider world. The childminder provides a fully inclusive provision and supports children's individual needs and routines.

Strong partnerships are forged with parents who are kept fully informed of their child's day, through daily discussion and the sharing of diaries. This ensures consistency of care. Parent's wishes are respected and the childminder is flexible with meal arrangements. She has sought parent's views through questionnaires and received extremely positive feedback on the care she provides. The childminder completes informative observations and assessments on the children. She uses these effectively to support her planning and to support children's next steps in their learning. Their progress is shared with parents to enable them to be fully involved in their child's learning and the progress their child is making. The childminder is delighted when she sees children achieve new milestones, both with her and what parents tell her they have achieved at home. There are very good systems in place to support new children to ensure she is fully informed of their individual likes, dislikes and routines. At present, the children are not attending any other settings. The childminder is clear on the importance of forming partnerships with other settings as this develops.

Comprehensive documentation is in place to support children's care. Policies and procedures are shared with parents so they are clear of her practice. Parental consents are all in place and contracts are completed with parents. The childminder regularly reviews her documentation. She carries emergency contact cards when out with the children. The childminder is very enthusiastic and presents as a very positive role model to children. She keeps up to date with current legislation and undertakes regular childcare courses to extend her own knowledge. She is very reflective of how the day has been for the children. She reflects her own practice and has completed a comprehensive self-evaluation and has identified areas she wants to develop to enhance her provision including plans for the garden.

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

Children are very happy, safe and settled. They show a strong sense of security and have a very good rapport with the childminder who they are clearly very fond of. The childminder has a good understanding of children's different stages of development. Children have a good balance of adult-led and child-led activities and enjoy role play. They are extremely confident and learn about keeping themselves safe as they play and the 'Green Cross Code' when out walking. They confidently say what they would like to do. They have easy access to toys and resources which are all in good condition and actively help to tidy up. They share and take turns and play very well together. They show concern if someone is upset and are delighted when they see their peer wake from a sleep and quickly interact with them.

Children learn about self-care from a young age and develop good social skills. They confidently wash their hands before meals and choose which colour towel they want for the day. Healthy eating is promoted and the children eagerly help at snack time. They show good levels of independence and develop a good understanding of keeping themselves safe. They learn to use tools safely, such as knives, as they cut a banana, counting the pieces and sharing it equally between them. They talk about which is the hot and cold tap as they wash their hands and sing hand washing songs. Children have outings to places of interest, such as the local parks, and learn about their community. They have access to a secure garden with toys, where they enjoy looking for mini-beasts. There is potential to extend the outdoor play opportunities for children, to give further opportunities for them to explore, investigate, and grow plants. Children are encouraged to look at books and have regular visits to the library. They regularly attend local groups, giving them the opportunity to socialise with other children, including music groups. The childminder promotes music in the home with the children, through singing and playing a range of different background music, including classical music. They enjoy role play and heuristic play. The childminder actively engages with the children at all times. Children enjoy dressing up and putting different hats on the childminder and playing hiding games with her.

Children behave extremely well and receive consistent praise and encouragement. The childminder encourages their language very well in order for them to become skilful communicators. Children confidently ask for certain toys, such as the train set and enjoy putting the track together and counting the trains. They learn naturally as they play, counting, learning colours and working out how things work. They learn problem solving through completing puzzles. Children use a range of creative materials to paint, glue, and to make marks. They are encouraged to make spontaneous choices of what they would like to do and play with. Younger children learn by example and are delighted when they master how a toy works or how to stack items successfully. Children develop an understanding of technology through learning how toys work and taking photographs on outings, which are displayed for parents to see. They learn about the wider world through activities and celebrating festivals and a large map is displayed, with postcards of where they have been. Children learn about recycling and to be thoughtful and kind to each other. They are acquiring good skills for their future development, in a happy environment with a very caring childminder.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met