

Inspection report for early years provision

Unique reference number	104014
Inspection date	07/02/2012
Inspector	Sara Bailey

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 registered in 1998. She lives with her husband and 14-year-old daughter in Honiton, Devon. Childminding mainly takes place on the ground floor, with the first floor used for sleeping children during the day. There is an enclosed, rear garden for outside play. The family has a cat, to which children have supervised access.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years at any one time, of whom three may be in the early years age range. There are currently seven children on roll; all are in the early years age group and attend on a part-time basis. The childminder has a National Nursery Education Board qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively meets the needs of children. She provides a very stimulating environment for children, including outstanding resources, and is particularly strong at delivering the learning and development requirements of the Early Years Foundation Stage. This impacts highly positively on children's enjoying and achieving and skills for the future. The childminder has good relationships with families and effective links with staff at other settings attended by children. However, she acknowledges that her systems to share information with parents and other providers are not yet consistent for all children. The childminder is committed to driving improvement and demonstrates good capacity to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the consistency of communication systems to work in partnership with parents and other settings so that all children's needs are fully met.

The effectiveness of leadership and management of the early years provision

The childminder has robust systems in place to safeguard children. She has attended safeguarding training and is confident about procedures to follow in the event of being concerned about a child. She has comprehensive policies and leaflets for reference. She has prepared forms to record any existing injuries to

children. She gives copies to parents for them to complete prior to arrival, which supports busy parents at drop off times. Her risk assessments of the home, garden and outings are effective at identifying and addressing all potential hazards.

The childminder's self-evaluation of her provision is an accurate reflection of inspection findings. There are some really strong aspects of her care, learning and development but some documentation has lapsed. This results in not all children having the same quality of systems as others to share with parents and other settings. This does not fully promote equality. The childminder is aware of this, which shows commitment to driving improvement. Her knowledge of children's individual needs is excellent and her verbal sharing of children's development is very positive. The childminder consistently uses daily diaries for some families and shares 'wow' moments with parents. She has also initiated a communication book between herself and another childminder, with whom children have shared care. Parents' views are sought regularly through use of questionnaires and the childminder is always striving to maintain continuous improvement as a result of feedback. She attends training courses and has positive links with other providers. Most aspects of equality and diversity are well developed. For example, children's backgrounds and family dynamics are taken into account and families are supported well to meet individual needs. Resources promote different cultures and religions in meaningful ways, with an emphasis on books and interesting pictures used for discussion. Equality of opportunity is well promoted, with boys and girls having equal access to all toys and equipment.

The childminder's use of resources and support of children's play is exceptional. She is a very experienced, qualified practitioner, whose skills in meeting young children's differing, learning needs alongside each other with such ease is highly effective. Her interaction with children, in their play and helping them make decisions, is exemplary, resulting in excellent progress in their learning and development. The home is 'bursting' with resources for all ages, which are stimulating and exciting. Babies greatly benefit from a designated safe area on the floor, surrounded with large, safety mirrors for them to see themselves as they explore. At the same time, they are being fully involved with older children's nearby play, due to the excellent use of space. The childminder is very resourceful in making many activities and is committed to sustainability with recycling and teaching about saving the planet. Photographs of objects around their home town are made into a book for children to learn about the wider world. Pre-school children have specific, lotto games made for them to support their interests, for example, in car makes and badges. The childminder very thoughtfully meets children's needs and provide a range of exciting resources. On the day of inspection, she offered children clipboards for their mark making, as the table was in use.

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

Children and babies make significant gains in learning owing to the childminder's support in their play and opportunities they enjoy. They are incredibly engaged in

a wide range of exciting activities to meet their individual needs. Babies squeal with delight on seeing the family cat, other children and the childminder with different toys. They are so happy and relaxed in the rich, vibrant setting. Planned activities are very much in line with children's interests. For example, young children explore and make pictures of different types of dried pasta when they become aware of pasta shapes in meals. Home-made dough is thoroughly enjoyed by children, sometimes with tools and sometimes without, to encourage different exploration. Children request play with torches in a play tunnel, a current favourite activity; they help to set this up and learn about light, dark, shadows and moons. They know how to charge dynamo torches to make them work and develop an extensive knowledge of the wider world. Their language skills are exceptionally good and they are inquisitive in all they do. They show great curiosity and play a full, active role in their learning. They develop highly impressive skills for the future.

Children feel safe and secure, as they learn about aspects of safety through discussion and the childminder's positive, role modelling. For example, young children are shown and reminded how to move their chairs safely and climb on to booster seats to reach the table. Children participate in weekly, fire drills to learn about safe evacuation; these are in addition to surprise drills initiated by the childminders buddy, to keep her alert to potential situations. Children learn to use stairs safely and know they are monitored when sleeping to keep them safe, listening to the monitor for when their peers waken.

Children effectively learn about being healthy through well established, daily routines. For example, they independently use the toilet from a young age, owing to use of child steps and the home layout. Children know to run the water to access warm water for hand-washing; they have individual flannels, which hang well apart to prevent risk of cross infection. Children access their drinks with ease as these are placed on initialled, photo cards, to help letter recognition. Children benefit from the childminder's healthy eating policy, so that parents provide snack fruit and are encouraged to provide healthy lunches. These are subsidised with more fruit from the childminder, if necessary. Children enjoy regular, cookery sessions of savoury based foods to further promote good health. Children have good, daily opportunities to be physical inside and outside.

Children display a strong sense of belonging. They have positive relationships with the childminder and their peers. They show kindness to each other, for example, sharing their toys, waiting their turn, giving up a toy to their friend and saying, 'Night, night' to each other when they go for a sleep. Children make effective choices in their play and learning, are involved in packing away toys and are polite.

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	1
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	2

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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

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