

## Inspection report for early years provision

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<b>Unique reference number</b>	EY367360
<b>Inspection date</b>	14/02/2012
<b>Inspector</b>	Dawn Biggers
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2007. She lives with her husband and two children age seven and 10 years old in Torquay, Devon. The whole of the property is used for childminding and there is an enclosed garden for outside play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of five children under eight years at any one time, of these, three may be within the early years age group and of these one may be under one year. The childminder is currently caring for 11 children, of whom three are within the early years age group. The childminder walks to local schools to take and collect children. She attends the local toddler group and takes children to the local park and library.

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

Overall the quality of the provision is outstanding.

The childminder offers excellent care in a nurturing, very safe, and welcoming environment. This is organised very well and, overall, supports their good access to outdoor play. Children make significant progress in relation to their starting points. Highly effective relationships with parents and partnerships with others ensure children's individual needs are met extremely well. The childminders extensive evaluation of her practice demonstrates a significant capacity for continuous 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 garden area to enable children to continue to made very good progress by freely exploring, using their senses and being physically active across all areas of learning.

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

Children are very well safeguarded. The childminder has a comprehensive awareness and understanding of child protection issues. She has a very good knowledge of the guidance from the Local Safeguarding Children Board. Children are cared for in a very safe environment where they are supervised extremely well, while moving freely between the play areas. Children's safety is further assured through the excellent measures she has taken to risk assess and review all aspects

of her practice. Her skilled planning for outings includes children wearing high visibility jackets and identity bands.

She is exceptionally well organised and carefully plans daily and weekly activities to support children's next steps in their learning using the broad array of high quality and well-maintained labelled toys and resources. There are very well considered displays of children's work, posters and use of child-sized furniture providing a welcoming and child-orientated environment. This supports children's sense of belonging, learning and engagement extremely well. The childminder has an excellent commitment to working closely with parents to identify the individual needs of each child. Therefore, comprehensive information is obtained and recorded in each child's 'all about me' booklet. This contributes to excellent setting in procedures. Parental feedback is highly positive and reflects how they feel very happy with the care provided and progress children make. Daily communication includes using a diary and sharing information about the Early Years Foundation Stage framework. Parents have frequent access to children's 'learning journal' to enable them to be closely involved and contribute effectively to their children's progress.

Children learn positively about diversity as the childminder's proactive approach means are fully inclusive. They include exploring celebrations and festivals from around the world. Children participate in cooking and make cards for various celebrations as they refer to a map of the world. They are introduced to sign language and access a very good range of resources that positively reflect diversity. The childminder is highly committed to working in partnership with others. She has very good links with the local nurseries and liaises closely with teachers to support children's learning and development. Her emphasis on inclusion is outstanding. For example, the excellent sharing of information from the portage worker and health professionals has been used to support a child's rapid progress. The childminder's exceptional evaluation of her practice and excellent commitment and insight contributes to the steps she makes to develop and build upon her outstanding practice. She has attended an extensive range of training courses and fully involves parents and children in the evaluation of her practice. In this way, she successfully drives and secures continuous improvement.

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

The childminder's excellent knowledge of how to promote and support children's learning means they make significant progress. Their development is successfully monitored through the use of high quality observations. These, along with the photographs of children at play are used very effectively to identify children's next steps. Activities very effectively support their individual needs and interests. The childminder skilfully shares her time and attention and children have an excellent balance of adult interaction and child-led play. For example, while observing a child's interest in mending, she very effectively introduces a toolkit to encourage their exploration and extend their imagination. Children are inspired as the childminder introduces tape measures. They enthusiastically experiment by

measuring their friends and the childminder. Children show developing numeracy skills as they correctly identify the numbers on the measure and are motivated to record this information as they ask for paper to write this down.

Children flourish, and are extremely happy and settled. They are very relaxed and show a great sense of security and confidence because they have established excellent relationships with the childminder. Her high quality interaction and support means children have exemplary attitudes to learning. Children's very effectively communicate and develop excellent skills for the future through a broad range of activities. Children enjoy learning through well planned play. They are very excited and enthusiastic about decorating the Valentine's Day biscuit. They are extremely observant and notice that the paper for the biscuit is 'see through'. They are highly independent and very skilfully hold a pencil and write their name. Children become animated as they experiment, squeezing the tubes of icing to make patterns and shapes. This highly inclusive activity engages them all. For instance, the childminder skilfully supports a younger child to make choices about their decorations. Children thoroughly enjoy eating the decorated biscuit.

Children behave extremely well as the childminders positive behaviour management and encouragement ensures they have clear and reasonable boundaries. Therefore, children show great respect and respond to praise and encouragement, and spontaneously use manners and help to tidy up. Children have an excellent awareness of keeping themselves safe. For example, they talk about potential hazards, such as the oven being hot while they bake, and the knife being sharp as they cut their own fruit for snack time. High priority is given to road safety and stranger awareness through discussion. Children are fully aware of the very clear rules for outings, which they follow with excellent support from the childminder. Children enjoy frequent opportunities for exercise and fresh air, and know this promotes healthy lifestyles. However, the childminder has yet to extend the use of the garden to provide children with additional challenges and experiences. Excellent role modelling, clear explanation and support means that children understand the importance of good hygiene practices. They wash their hands frequently, and independently blow their nose. Displayed posters reinforce these excellent practices. They know that using paper towels minimises the risk of cross infection. Children are involved in the 'Change for Life' programme as they discuss and taste different foods and learn about the importance of healthy eating habits.

## 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	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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### 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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