

Inspection report for early years provision

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Inspection date	06/03/2012
Inspector	Brenda Flewitt
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 was registered in 2001. She lives with her husband, who works with her as a co-childminder, in a house in Paignton, Devon. Their teenage child lives with them. The ground floor is mainly used for childminding, which includes a dedicated playroom, kitchen, dining room, lounge and toilet facilities. There is an enclosed garden available for outside play. The family has pet guinea pigs and fish, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time, of these, three may be in the early years age group. When working with another childminder, a maximum of 12 children under eight may attend, of these, six may be in the early years age group. There are currently two children attending in the early years age group. The childminder has a Diploma in Play Work at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in the warm, caring and nurturing family environment where they are highly valued as individuals. The childminder works extremely well with her co-childminder to enthuse children in their learning; as a result they make excellent progress across almost all aspects of their development. Children engage in an exciting range of activities that encourages them to learn through play and investigation, according to their own interests. Highly effective systems for self-evaluation successfully identify areas for development. The childminder attends an abundance of training courses that develop her knowledge, which results in continuous improvement in children's experiences.

What steps need to be taken to improve provision further?

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

- providing more opportunities to write meaningfully, for example, by placing notepads in the role play area.

The effectiveness of leadership and management of the early years provision

The outstanding partnership developed between the childminder and her co-childminder has a highly positive impact on the children's health, safety, welfare and learning. They work exceptionally well to implement their thoughtfully

considered policies and procedures. Children's safety is given high priority. They are well supervised and the childminder carries out detailed risk assessments to identify and minimise potential safety hazards. As a result, children play in safety both in the home and on outings. The childminder has an excellent understanding of safeguarding matters, including what to do if she has any concerns about a child's well-being. She has attended an advanced course to extend her knowledge of child protection. This helps to protect children from harm. All legally required documentation is exceptionally well maintained.

The childminder creates a stimulating play environment, making excellent use of space and resources to meet the needs of the children in her care. There is an impressive range of play equipment arranged so that children can make spontaneous choices and follow their own interests. The childminder makes excellent use of local facilities and venues to enhance children's all-round learning. The childminder knows the children and their families extremely well and she uses her knowledge to meet children's individual needs highly effectively. Children meet a range of people during their time with the childminder. They learn a positive and open attitude to people's differences through the childminder's excellent role modelling.

Engagement with parents and carers is excellent. Parents receive clear information about the setting, which includes displays in the setting, and written policies and procedures. The childminder provides daily opportunities for sharing information about children's care and activities both verbally and through text messaging. Parents praise the variety of outings their children experience and how well the childminder helps their children to progress in their learning. They appreciate the highly effective and supportive service, which benefits all areas of their children's development. The childminder takes a lead role in establishing effective partnerships with other professionals, in order to fully promote children's overall development. She has vast experience of working successfully with other professionals, supporting children with specific needs and their families. She recognises that this is important to ensure consistency of care and support for children's learning.

The childminder and her co-childminder communicate constantly to share ideas and to evaluate their practice. The childminder is nearing completion of a quality assurance award. She is passionate about her role in caring for children. She attends many training courses, and liaises with other childcare professionals to update her knowledge. Therefore, she continues to improve the provision of exceptionally high quality care.

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

Children flourish here, supported by the friendly, caring adults. Their individual needs are met exceptionally well. They are extremely happy, settled and show that they feel safe. Children develop warm and trusting relationships with both adults

and one another. Children behave very well. They are well mannered and know the behavioural expectations of the setting. Children receive consistent praise and encouragement from the childminder for good behaviour, effort and achievement, which helps boost their self-esteem. Children develop a very strong sense of belonging as they see many photographs of themselves and their friends displayed in the childminder's home. A child is keen to look at pictures of themselves and their friends enjoying previous activities in their progress folders. They name the people in the photographs, recalling and describing what is happening.

The childminder has an incredibly secure knowledge and understanding of the Early Years Foundation Stage principles and the importance of recognising each child as unique. Together with her co-childminder, she plans a broad range of enriching experiences, both inside and out. Children show great curiosity and eagerness to learn. Children's days include a wide variety of outings where they meet other people, use alternative equipment and learn about their local environment. Regular local walks develop children's skills in observation, counting and listening. For example, they are captivated by patterns made by clouds in the sky as they lie on their backs watching the white shapes against the blue sky. One child suggests that they can recognise a familiar cartoon character. They often look for numerals and familiar symbols in the outdoor environment, such as door numbers and road signs. Children practise their skills for writing in various ways, but do not always have the opportunities to write spontaneously in the home, for example, as they engage in role play.

Children's communication, language and literacy is promoted impressively. They develop a wide vocabulary and use it confidently as they talk with their peers and adults. Everyday activities such as baking help children to put into practice, skills such as counting, weighing and measuring, as well as creative ideas when decorating cakes. The childminder makes regular observations of children's achievements and evaluates them with the help of her co-childminder. Detailed progress records are made for each child. The childminder effectively identifies each child's stage of development and makes plans for the next steps of their learning. The childminder is skilful in her interaction with the children, talking with them to encourage them to think, recall and gain a real understanding of the world around them. Therefore, children are making excellent progress in their overall development.

Children enjoy a very healthy lifestyle. The childminder gives excellent consideration to the promotion of children's good health. For example, she requests that visitors remove outdoor footwear. Children practise thorough procedures for their own personal hygiene, which includes washing hands before eating food. They have their own toothbrushes and routinely clean their teeth after meals. Children make choices in what they eat from food provided from home. Their interest and understanding of healthy eating is enhanced by growing, nurturing, harvesting and preparing their own vegetables to eat. Children benefit from daily fresh air and exercise as they play in the garden and visit play parks and the beach. Children develop confidence about aspects of their own safety. They know how to use equipment sensibly and learn safe routines for crossing roads. Children know what to expect if they must leave the home in an emergency.

because they regularly practise following the escape plan.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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

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

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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