

Inspection report for early years provision

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Inspection date	29/03/2012
Inspector	Anne-Marie Moyse
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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.

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 registered in 2011. She lives with her husband in Paignton, Devon. The ground floor of the house is used for childminding and there is an enclosed garden for outside play. The childminder has caged finches, a tank of fish and a rabbit. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of whom three may be in early years age range. Currently there are seven children aged from six months to seven years on roll, including six in the early years age group.

The childminder has a National Vocational Qualification at level 3 in childcare and education. She is able to receive funding for free early education for three- and four-year-olds. The childminder takes and collects children from Roseland School. They go on visits to local attractions, such as the zoo, aquarium, museums and adventure parks. The childminder takes children to local groups, the library and children centre activities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent engagement with parents and other providers promotes a consistent and cohesive approach in meeting children's needs. This is a highly inclusive environment where, overall, resources are used innovatively to promote excellent outcomes for children. Children are inquisitive and motivated learners and, therefore, they make rapid progress in their development. The childminder is highly effective in using her considerable experience and training in providing a welcoming and inspiring provision. She reflects and implements changes quickly, adapting her practice to meet the needs of children and parents. She demonstrates an excellent capacity to maintain 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:

- extending the availability of writing materials so children are encouraged to develop meaningful early writing skills, for example, in role play

The effectiveness of leadership and management of the early years provision

The childminder is highly committed to safeguarding children. She has a comprehensive range of policies and procedures to underpin her most effective practice. She has a broad understanding of child protection procedures and is confident to follow up any concerns over a child's welfare. A current training course is providing her with an in-depth understanding of the process used to assess and support children's well-being. Children are very well supervised at all times, yet provided with ample space and opportunity to take measured risks. They play in a safe and secure environment where robust, risk assessments are used highly effectively in identifying and reducing hazards. The childminder is dedicated to maintaining accurate records, helping to maintain a safe and efficient provision for children. For example, she makes a record of all visitors to the home. Accident records contain detailed information, which is fully evaluated to check for any reoccurring issues.

The childminder provides an extremely vibrant and stimulating environment. A designate playroom has inspiring resources and displays to motivate children. Appealing resources are of high quality, and promote positive images of the wider society. Although materials to develop early writing skills are available, the childminder does not always encourage children to write meaningfully with purpose during play, such as in role play. The conservatory is excellently set out for messy activities. Paints, glue, dough and creative materials are all readily accessible for the children to choose from. The garden is also thoughtfully organised with a range of small and large equipment to tempt children outside to play in the fresh air at all times.

The childminder is highly effective in actively promoting equality and diversity. She has an excellent understanding of children's backgrounds and needs. She is skilful in planning a range of extremely interesting and challenging activities to help children enjoy and achieve. She monitors children's progress closely through detailed observations. This information is used extensively to plan further activities and learning experiences that are adapted to suit each child's interests and abilities. The childminder has established excellent relationships with parents and involves them in all aspects of her business. Parents provide regular feedback on the childminder's provision and their comments are highly valued. In addition to the extensive details on her organisation, the childminder also provide parents with extremely detailed guidance and information on all aspects of childcare. Resources and information packs are shared, so children's learning is continued and extended at home. Excellent links with other providers are in place and promote high consistency for children's development and welfare. The childminder initiates open, communication links with children's key persons in other settings. She liaises closely with schools to establish a coordinated approach to teaching early literacy skills.

The childminder has high expectations of herself and of children. She is extremely motivated and enthusiastic in providing an exemplary provision for all. She reflects

on her practice, accurately identifying strengths and weaknesses. She works quickly to address any areas highlighted for development, to bring about immediate improvements to the provision. She is passionate in developing her knowledge and skills, and implementing changes to her practice following any training.

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

Children thrive in this nurturing and highly stimulating environment. Children play a dynamic role in their learning, making choices in their play with great enthusiasm. Their ideas and suggestions for activities are valued and recognised. For example, children ask to take a trip on a bus, a new experience for them. They excitedly catch the bus to the nearby beach. They visit a cafe, learning how to order food and behave in exemplary ways. They explore their local neighbourhood, developing their knowledge of the world around them. Photographs are kept as a record of the experience, which are shared with parents, displayed attractively and fully used to encourage conversation. The childminder very thoughtfully extends children's learning through excellent interaction. Children show a very strong sense of security and demonstrate their confidence as they show visitors around the home. They talk excitedly about the toys, such as instruments from other cultures and countries. They show their fondness for each other, negotiating and agreeing on play ideas without help. They are extremely respectful and understand the need to cooperate in tidying away toys when they have finished playing.

Children independently put on their shoes before going outside to benefit from the fresh air. They work harmoniously to organise their own resources and develop their play. They develop their balance and control as they manoeuvre the ride on cars. They learn about speed and safety as they ride down the slope, discussing the consequences of going too fast. Children highly develop their imaginative play as they pretend to rescue each other, using skipping ropes to pull each other up the bank. They learn how to throw and catch the ball, taking turns and improving their coordination with practice. Children take the lead in explaining rules of the hopscotch game, recognising the numbers correctly as they hop over them. Children join in with stories, using various props and puppets to act out the story as they listen, contributing their own ideas and story lines. They have fun painting together, using a plastic screen, deciding if they are on the 'right' or 'left' side of the screen. They enthusiastically explore the shapes and patterns as they use the sponges, brushes and fingers to spread the paint. Their curiosity is inspired as they notice how the colours blend and change as they mix. They correctly predict how to make various colours and shades. Children practise their letter formation using their fingers in the paint, correctly linking the letters and sounds. Throughout their play children are inquisitive and chatty, continually asking questions and seeking answers and are developing excellent skills for future learning.

All children's welfare needs are exceptionally well met and promote highly positive

outcomes for children. They follow excellent hygiene routines and know that they have to wash away the germs on their hands. They responsibly follow the routines of the setting, helping set the table and finding the plates and drinks. They sit sensibly, as they wait patiently for their nutritious snacks to be prepared. They independently put on the tape player and listening to songs and talk to each other. They make choices from the healthy options for snack, such as apple, oranges, raisins, and breadsticks. Children gain an excellent sense about keeping themselves safe during play. They discuss the importance of the emergency services such as coast guard and fire services as they use the small world figures. On outings, they follow safe practices such as using seat belts in the car and road safety.

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

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

Met