

Inspection report for early years provision

Unique reference number	EY268560
Inspection date	20/10/2011
Inspector	Elaine Douglas
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 2003. She lives with her husband and two grown-up children. They live in a house in a residential area of Plympton, approximately five miles from the City of Plymouth, close to shops, parks, schools and public transport links. The whole of the ground floor and the main bedroom are used for childminding. There is a fully enclosed garden and decking area for outside play. The family has a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to seven years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local pre-schools to take and collect children. She holds a level 3 childcare qualification and has previously worked in a pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent awareness of the Early Years Foundation Stage and is highly effective in meeting each child's individual learning and care needs. Extremely well-developed partnerships overall with parents and other settings children attend, significantly impact on children's well-being and development. Consequently, children make rapid progress and no child is disadvantaged. All required documentation is in place and supports practice. The childminder's positive attitude and excellent systems of self-evaluation identify any areas for development, in order to ensure continuous improvement and outstanding outcomes for children.

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 children's development records to reflect the views of parents and other adults involved in their learning.

The effectiveness of leadership and management of the early years provision

The childminder's excellent procedures help to keep children safe both on and off the premises. She regularly reviews the extensive risk assessments to ensure they remain relevant and carries out daily checks to ensure all required equipment is in place. She protects children from choking hazards by storing small resources on a high shelf. The childminder has recently attended safeguarding training and has an excellent awareness of child protection issues. She has extensive guidance in place to provide further support. All required documentation is in place, many policies and procedures are extremely well implemented to promote and safeguard children's welfare. The childminder protects children's health by following excellent procedures, including taking first aid equipment, drinks and wipes on outings. Highly effective systems help to ensure an inclusive provision where all children receive equal opportunities.

The childminder has highly effective systems of self-evaluation, including parents' questionnaires. These accurately identify the strengths of her setting and areas for development. She has applied to attend a local childminding network to benefit from guest speakers and further enhance her practice. The childminder identifies her own training needs including ensuring her first aid certificate remains current. These systems mean she continuously sets actions to improve her practice.

Children are able to choose from the superb range of resources, which are organised highly effectively, to enable them to become independent learners. For example, one child chooses a pegboard and sits at the table to make a rainbow. Others, under supervision, use a small step to place their sea creatures in the sink and fill it with water. Children then select their individual towels to dry their hands. The childminder regularly organises trips to support learning and enhance children's awareness of their local environment, for example the library, toddler groups, the zoo and marine aquarium. Children gain an excellent awareness of diversity through planned activities, food tasting and accessing a wide range of resources that provide positive images of people's differences.

The childminder seeks extremely detailed information from parents in order to know children's abilities and routines. She has very strong relationships with parents and the local pre-school, and regularly shares information to provide consistency in children's welfare and learning. Parents receive extensive daily verbal and/or written information on their child's care and development. The childminder asks parents if they would like alternative ways to share information. This ensures she is meeting their needs. Parents make extremely positive comments about the childminder's service. The childminder keeps a regular record of children's ongoing development. She uses photographs and written observations to identify children's current learning and plans for their next stages. She seeks very good information from parents and all adults involved in children's learning, however, these are not always reflected in the assessment process.

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

Children are extremely confident in the childminder's home. They are inquisitive and find out what things are and what they do through exploration and asking the childminder. Children develop high self-esteem through the childminder's positive interaction and they are proud of their own achievements. They are highly motivated to learn and encourage each other to take part in activities. For example, one child tells another they are doing really well mixing colours. The child asks if they would like to try and they comment on how blue and red makes purple. Children enjoy games and art programs on the computer, and enjoy a wide range of books independently and with the childminder. They enjoy finding their names to know where to sit at the table and develop early writing skills through access to a wide range of resources. All of which promote their skills for the future.

The childminder skilfully extends children's learning. For example, she provides props for children to interact with a story about the ocean. They move like jellyfish, name the creatures and comment on their features. The childminder encourages them to guess what happens next and remember what happened previously. Children then make connections. For example, one child remembers seeing one of the more unusual fish in another story and finds the book to confirm this. The childminder asks how many legs the octopus has and the children guess. When she says it is a lower number, the children guess again. She suggests counting their legs to find out if they are right.

Children's behaviour is exemplary. They build excellent relationships and are polite, kind and thoughtful. Children make independent choices from the resources and are confident to ask for others, however, they also know they must not take toys from each other. The childminder provides an excellent role model and encourages children to listen to each other's views and respect people's differences. She makes suggestions but reminds the children that it is their decision. Children help to tidy up, and understand that in doing so they will be able to find and play with the resources again. For example, they count nine sea creatures into the tin and realise one is missing. The childminder gives children appropriate responsibilities and involves them in daily routines.

Children's regular opportunities to be outside enhance their awareness of a healthy and safe lifestyle. They go on nature walks, walk to school, and use the garden and local park to promote their physical development. They each get to choose a range of healthy snacks to share and are involved in its preparation, such as washing and cutting the fruit. Growing foods, such as strawberries, further supports their awareness of healthy eating. Children help themselves to tissues, wipes and drinks, and independently wash their hands after using the toilet. One child reminds another that they need to wash their hands before lunch. Children learn about road safety and stranger danger when out on walks. They are involved in evaluating risks for themselves, such as play equipment in the park. Children regularly practise the emergency evacuation procedures and also comment on the emergency bell being very loud.

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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