

Inspection report for early years provision

Unique reference number	EY313470
Inspection date	17/02/2011
Inspector	Julie Neal
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 has been registered since 2005. She lives with her husband and two children in Chudleigh, Devon. Childcare mainly takes place on the ground floor of the childminder's home, children use upstairs to sleep. There is an enclosed garden suitable for children's use.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group. The childminder also offers care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well. The childminder's excellent self-evaluations enable her to focus very well on promoting and sustaining high quality outcomes for children. As a result, children enjoy an inclusive environment where they make excellent progress towards the early learning and development goals, relative to their individual starting points.

What steps need to be taken to improve provision further?

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

- develop systems of sharing information regarding children's learning and development with other settings, where children attend more than one provider of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder shows an excellent understanding of the requirements of the Early Years Foundation Stage, and implements these confidently. As a result children are very well safeguarded in her care. The childminder is well informed about local safeguarding procedures and the roles of different agencies in protecting children. She is confident about the actions she would take to safeguard children, should she have concerns about their well-being, and parents are provided with copies of her safeguarding policies and procedures. Children are extremely safe and secure because the childminder conducts excellent risk assessments, and these are supported by very good daily health and safety routines that ensure children

remain protected from harm. The childminder uses her risk assessments of outings most effectively to identify where there are opportunities to develop children's safety awareness. For example, prior to outings to country parks where there are streams or lakes, the childminder teaches children about the possible hazards presented by water. This ensures that children learn to conduct themselves safely and to make their own simple risk assessments, for instance, keeping a safe distance from the water as they play. Documentation that supports children's health, safety, and well-being is in place and overall is clear and very well maintained. Children's records contain detailed information about each child's individual needs, and any specific requirements parents may have in respect of their children's care.

The childminder promotes an inclusive environment, and uses her extremely good knowledge of each child most effectively when planning activities to ensure these provide appropriate levels of challenge for different ages and abilities. As a result, older and younger children thoroughly enjoy participating in activities together. For example, older children purposefully cut and stick card to make three-dimensional boxes. Babies and very young children have a wonderful time as they explore the different materials on the table, they scrunch paper and pretend to hide as they hold up card to spontaneously play 'peep-bo' with the childminder and older friends. The childminder reflects on her practice most effectively, enabling her to develop plans for improvements that are very well focused on promoting high-quality outcomes for children. For example, although she is not currently minding children who have special educational needs or disabilities, the childminder has identified training to develop her skills in these areas in order to be better equipped to care for children who have specific developmental needs. The childminder encourages feedback from parents, which she includes in her self-evaluation processes. She also makes good use of her excellent observations of children to identify where there are additional opportunities to enhance and develop their learning. For example, children make very good use of a wide range of resources that promote their confidence in the use of everyday technology, including using a computer. However, the childminder recognises that providing a laptop will allow children greater flexibility regarding where it can be used and therefore will offer more spontaneous learning opportunities.

The childminder develops excellent relationships with parents and has established very good systems to ensure information is shared. Daily discussions and individual diaries provide parents with information about their child's participation in activities and their achievements, and enable the childminder to remain up to date with any changes to children's routines at home. Some children attend other settings that provide the Early Years Foundation Stage, such as preschools or nurseries. The childminder is developing links with these in order to share appropriate information to support consistency in planning for individual children's learning and development.

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

Children's welfare, learning and development is promoted extremely well. The childminder's excellent health and safety practice ensures that children are kept safe, secure and free from the risk of infection. The childminder makes very good use of planned activities and everyday routines to promote good health and safety awareness in different contexts. As a result, children demonstrate very good hygiene practice, and have an excellent understanding of how to use equipment safely. For example, children help to clean the table before having their snack. Older children confidently explain why they do this and relate it to washing their hands before eating because there are 'germs you can't see'. Very young children enthusiastically wield a cloth with their older friends and so begin to gain basic awareness of good hygiene practice through taking part in simple routines. Children demonstrate an extremely good awareness of how to conduct themselves safely, and in the safe use of tools and equipment. Children take part in regular practices of the childminder's emergency evacuation procedures, and frequent walks in their local community are used very well to reinforce their knowledge and awareness of road safety. Children use equipment such as knives very safely and with confidence because, from a very young age, they take part in everyday activities such as helping to peel and slice fruit for their snack.

Children make extremely good progress towards the early learning and development goals, relative to their individual starting points. This is because the childminder uses her observations of children most effectively in evaluating the progress they have made, and to identify the next steps in their learning and development. Children's individual records of achievement clearly identify each child's current stage of development, and the very good progress they have made over time. Children enjoy a very good range of activities that supports learning in all areas, and the childminder uses broad themes and topics effectively to make connections between different types of learning experience. For example, the childminder has planned a variety of activities over several days to raise children's awareness of the wider world, using Chinese New Year as a link between them. Children have used the internet to identify fruits that come from China, such as nectarines, kiwis and kumquats, and they sample a selection of these for their snack. Children enjoy helping the childminder to prepare and cook noodles; some children confidently eat these with chopsticks and manage very well. Children have enjoyed listening to stories about how the Chinese years were named after animals, older children can retell these and can also identify that in the United Kingdom years are given numbers not animal names. Children look at Chinese characters for the names of the animals and compare them to Western writing. The childminder uses her excellent interactions with children extremely well to encourage their critical thinking processes and to begin to make connections between different experiences in their lives. For example, children have drawn round their hands, and this leads to an animated discussion about a recent activity where they engaged in painting traditional henna patterns on their hands. Babies and very young children are actively encouraged to express themselves and the childminder supports their developing speech extremely well. For example, a young child points at a cat and makes a sound that is very close to 'cat'. The

childminder praises very well and repeats the word 'cat', the child gains great enjoyment repeating this several times, pointing each time at the cat to demonstrate their understanding.

Children are happy, contented and well-behaved because they are secure that their needs will be met. They demonstrate very high levels of self-esteem in their interactions with each other and with the childminder. Children's behaviour is extremely good, they learn to share and take turns, and they show understanding of the childminder's simple ground rules that are based on safety and showing respect for each other. Older children are kind and considerate to younger friends. For example, an older child takes time to show a younger child how to use a percussion instrument they have made, and children spontaneously decide to make a gift for a child who is not present.

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	2
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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