

Inspection report for early years provision

Unique reference number	EY359188
Inspection date	13/12/2011
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 2007. She lives with her husband and two children aged 11 and 12 years. They live in a house in Moorhayes, Tiverton, Devon, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding and the first floor is used for children to sleep. There is a fully enclosed garden for outside play. The family has a cat.

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 six children in this age group and most are part-time. She also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends several toddler groups on a regular basis. The childminder is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds. The childminder holds a level 3 childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly successful in meeting the welfare requirements and has an excellent awareness of how children learn through play and exploration. Consequently, children make rapid progress towards most of the early learning goals. Their high achievements are due to the childminder planning activities and the environment extremely well to support their learning. The childminder gives children's health and safety the utmost priority. She works extensively with parents to meet children's individual learning and welfare needs. Through rigorous monitoring and self-evaluation she is able to bring about sustained and 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:

- increasing the opportunities and experiences for children to find out about and use information and communication technology to support their learning

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive understanding of her safeguarding policy and has very recently updated her training. She carries out rigorous risk assessments to minimise hazards to children. The childminder provides highly vigilant supervision and makes changes as required. For example, a stair gate prevents access to unsupervised areas but she removes the gate when children need to access the kitchen. This prevents the gate itself posing a hazard to children. The childminder has extensive information on fire safety procedures. A highly informative evacuation plan is displayed, which includes the position of smoke alarms and fire fighting equipment. The childminder has an excellent awareness of keeping Ofsted informed of any changes to her circumstances in order to safeguard children. She protects young children's health through excellent nappy changing procedures. Individual care plans ensure the childminder meets children's medical or dietary requirements extremely well.

The childminder's home is highly effectively well organised to enable children to make independent choices and links in their learning. For example, a very young child finds a ball and takes it into the 'dark tent' to see how it glows. The childminder labels the extensive range of toys and resources with pictures and organises them on low-level shelves to aid independent learning. She displays books attractively, which promotes children's use of them. Excellent use of the local environment promotes children's awareness of their own community and the natural world.

The childminder is exceptionally successful in continuously monitoring her provision and identifying superb targets for continuous improvement. She visits highly successful provisions to gain inspiration for further ideas, in order to ensure high quality outcomes for children. The childminder continually extends her knowledge through regular training, research and accessing childcare journals and magazines. She uses feedback from quality assurance systems to review her provision and strive for even higher standards.

The childminder uses signs and visual aids around the setting to enable children of all abilities to have equal opportunities to access resources. The childminder implements the excellent equal opportunities policy extremely well, so that children can meet their full potential. She obtains excellent information from parents in order to meet children's individual care and learning needs. The childminder actively promotes diversity and through her exceptional knowledge of each child's background ensures all children are well integrated.

The childminder builds outstanding partnerships with parents. They comment on their children receiving high quality nursery education with the benefits of a home environment. Parents receive detailed information on their children's development and an extensive prospectus provides very well documented information on the provision. Highly effective settling-in procedures are individual to each child and their family. This means that the childminder and parents work together to ensure a smooth transition so that children are extremely settled. The childminder builds

highly effective partnerships with other providers involved in the children's learning and care. She initiates working together to greatly enhance children's experiences.

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

Children make outstanding progress and are highly motivated to learn. This is due to rigorous observation and highly effective planning. The childminder provides skilful supervision and interaction. For example, she responds to two children at the same time who are engaged in separate activities. She adapts her language to the children's very different needs to challenge their thinking. All children are included in all activities. For example, while painting, young children explore the feel of paint and the bristles on the brushes. They paint their hands and notice the marks left behind on the paper. Older and more able children notice the change in the colours as they mix them together. They comment on them becoming lighter or darker. The children are extremely proud of their achievements and have excellent opportunities to initiate activities. For example, when they spontaneously start dancing to the music this becomes a game of musical bumps.

Children are highly confident communicators and develop exceptional skills for the future. Older and more able children appropriately use an extensive range of vocabulary as they enjoy looking through photographs. This also stimulates their ability to recall past events. For example, one child names all their friends and remembers enjoying the snow. They shiver and recall it being cold. They notice that in one photograph a child has painted their hands and laugh about how they look as if they are wearing gloves. Children are highly independent learners. For example, two children build a train track changing the pieces around to make the desired shape. They find trains to fit on the track and through trial and error comment on some being too big or too small. Children show an interest in every day technology. However, they have fewer opportunities to use information and communication technology or programmable toys to support their learning.

Children's behaviour is exemplary and they build excellent relationships. Older and more able children support the younger ones by joining in with their games and demonstrating the use of equipment. Children develop an excellent awareness of making a positive contribution. The childminder makes every day chores fun so that children spontaneously help with daily routines, such as tidying up the toys and setting the table for lunch. The childminder has high expectations and consequently children are extremely polite and thoughtful towards each other. They engage in a wide range of activities and experiences that help them to value highly people's differences.

Children have an outstanding awareness of developing a safe and healthy lifestyle. Older and more able children help themselves to water and regularly offer the younger children their drinks. The childminder provides nutritional meals and snacks and children have very good opportunities to make healthy choices. Children have an excellent awareness of needing to wash their hands before eating, after using the toilet and after having their nappy changed. Each has their

own flannel and towel to prevent cross contamination. Children thrive in the healthy environment and have daily opportunities for fresh air and exercise. They climb through tunnels, chase bubbles and visit the woods to collect leaves and look for cobwebs and spiders. Children regularly practise the emergency evacuation procedures and road safety. They then take part in creative activities and role-play to demonstrate further their extensive understanding.

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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