

Inspection report for early years provision

Unique reference number	EY363511
Inspection date	12/12/2011
Inspector	Sara Bailey
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 registered in 2007. She lives with her husband and two children aged nine and six years in Tiverton, Devon. Childminding mainly takes place in the designated conservatory, although all of the home is included in the registration. There is an enclosed rear garden for outside play. The family has a pet rabbit, which minded children have supervised access to. The childminder is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time; of these, three may be in the early years age range. There are currently nine children on roll within the early years age group, who attend on a part-time basis. There is also one child on roll between five and eight years of age. Children over the age of eight years are also cared for. The childminder is currently working towards a Level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

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The childminder understands and meets children's individual needs in an exceptionally effortless way, promoting equality and diversity highly successfully in everything she does. She assesses children's progress towards the early learning goals in a very comprehensive way; as a result, they make significant progress in their learning and development. The childminder has a commendable commitment to maintaining continuous improvement and she is always looking at ways to further develop all aspects. Overall, the partnership with parents is highly positive and fully supports children's care and learning to meet their needs exceptionally well. Children greatly benefit from the highly impressive organisation of the home, resources and daily routine, which enables them to be extremely safe, secure and healthy. The childminder demonstrates an excellent capacity to maintain continuous improvement to 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:

- improving the system for sharing children's levels of achievement and progress with parents, with particular regard to developing an overview of their development.

The effectiveness of leadership and management of the early years provision

The childminder has a comprehensive awareness of safeguarding issues. She has fully addressed a previous recommendation to improve her knowledge of child protection issues by immediately attending a course; she has also identified a refresher course to keep up to date with Local Safeguarding Children Board procedures. This shows high commitment to ongoing improvement and a pro-active approach to further development. All documentation relating to safeguarding issues is detailed, professional and effective in eliminating all potential risks to children. For example, children's health records are robust, policies and procedures are extensive and daily, risk assessments are carried out and recorded in detail. Fire evacuation procedures are very effective, with a buddy childminder ringing to request a practice evacuation at particular times of the day. This further develops the childminders awareness of potential hazards.

The childminder effectively evaluates her provision, by encouraging feedback from parents and children to help her make further improvements. Her ongoing improvements have a positive impact on children. For example, a designated playroom now provides a safe and secure environment for children. The childminder is extremely well organised with resources stored in this room to ensure high levels of supervision at all times. The childminder provides a warm, stimulating environment for children to play with high quality resources to make excellent progress across all areas of learning. Toys and resources are easily accessible to children for them to make choices in their play. The childminder highly promotes the use of natural materials and the environment around them with activities, such as walks to find objects of a certain colour. She recycles household items for craft activities and children make their own food for snacks; there are future plans to extend this by growing their own food. All these promote a high commitment to sustainability and shows further commitment to embedding ambition and driving improvement. The childminder supports and extends children's learning in everything they do in order to meet their individual needs in an exemplary way.

The childminder is very aware of equality and diversity in all that she does. She plans for festivals across very varied cultures and religions each month, with children participating in meaningful activities relevant to their understanding. The childminder actively promotes children's use of sign language and develops her understanding of other languages when children are bilingual, in order to meet their individual needs. She has an exceptional knowledge of each child's background in order to support families.

The childminder promotes excellent partnership with parents. She informs them of the inspection and encourages feedback, which highly praises every aspect of her provision. The childminder provides a welcome pack for parents and a separate one for children to share information with them prior to admission. She, then, has professional systems in place to share information about their child's daily routine, using daily diaries, policies, notices and discussions. The childminder is also proactive at making links with other settings that children attend. She initiates use

of a communication book or emails with the child's key person in day care settings, to ensure consistency for children and to fully meet their individual needs. The childminder is very mindful of confidentiality and data protection.

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

Children thrive owing to the excellent range of activities in the home and on a wide variety of outings. They play a dynamic role in their learning, making choices in their play with great enthusiasm. For example, very young children clearly have a love of books and listening to stories; even after several, they make their wish known to the childminder that they want more and request a story sack. This helps to bring the story to life using a story tape to support the book and related 'props' that children touch and explore. Children's individual needs are highly regarded by the childminder in everything they do. For example, she correctly predicts which colour plate they will each choose, and which soft toy, book or activity they prefer. Children's interests are used in a highly effective way to plan appropriate activities and identify their next steps. Their development across all six areas of learning is observed and recorded in a meticulous way. However, the childminder is constantly looking at ways to further improve this. She is aware of the value of developing an overview of each child's progress towards the early learning goals. This will help to show parents, at a glance, how well their child is developing and give her a focus for areas to plan for.

Children show a strong sense of security and feel very safe within the setting. Very young children are confident around visitors and are reassured by the childminder, as she discreetly takes them with her when she leaves the room. They settle very quickly to sleep as their individual needs are very well understood and they feel secure. Children learn in depth about fire safety from visits to the fire station and routine evacuation drills. They learn about how to be safe away from the home through discussions about road safety and are protected by wearing of hi-visibility jackets with the childminder's details.

Children show an exceptional understanding of the importance of following excellent personal hygiene routines. As soon as the childminder mentions lunchtime, very young children run excitedly to their pegs to collect their individual towels for hand washing. Children learn about hygiene through the childminder's excellent role modelling in her

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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