

Inspection report for early years provision

Unique reference number	EY392815
Inspection date	09/11/2009
Inspector	Juliet Eileen Hartridge
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 was registered in 2009. She lives with her husband and two children in Exminster in Devon. The whole of the childminder's house is used for childminding, and the children play downstairs and in the fully enclosed garden.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under 8 years at any one time, and may provide overnight care for one child aged under 8 years. She is currently caring for a total of nine children, some on a very part-time basis, of whom five are in the early years age group. The family have two dogs, a cat and a caged rat.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides excellent opportunities for all children to learn through purposeful play in a most welcoming and stimulating environment where their welfare is particularly well supported. The childminder communicates most effectively with the children's parents and carers, aiming to build strong partnerships with the other settings the children attend, in order to ensure all the needs of the children are very well met. The childminder has a very clear understanding of the Early Years Foundation Stage (EYFS) and this helps children to make excellent progress in their learning and development. The childminder carefully reflects on her practice, and clearly identifies areas for her future development in order to further enhance the provision 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:

- further developing the systems in place to share information about the children's development and progress with all the other settings children may attend.

The effectiveness of leadership and management of the early years provision

Children are safe and secure in the care of the childminder, who has a very responsible approach regarding safeguarding the children in her care. She is most aware of the steps to take regarding any safeguarding concerns, and ensures that the children's parents and carers are aware of her safeguarding policy, and can also view the Criminal Record Bureau checks of adults in the household which are also stored in her information file. The childminder is vigilant regarding children's safety indoors and when playing outside or on outings. Detailed and regularly

reviewed risk assessments are undertaken, which carefully reflect any changes or incidents which have taken place, and there are effective emergency evacuation procedures in place which are practiced by the children. Documents including the public liability insurance, the registration certificate and information about the EYFS are prominently displayed for parents and carers to read. Accident, registration and medication records are carefully maintained to further support the welfare of the children, and sleeping toddlers are regularly checked.

The childminder conscientiously reflects on her provision for children. She has completed a detailed self-evaluation and has identified what is done well as well as her aims for future improvements. She has an NVQ Level 3 qualification as well as appropriate first aid and safeguarding qualifications and has a strong commitment to training and developing her skills to benefit the children, having identified further training in her development plan she intends to undertake soon. Parents' and carers' opinions are sought regarding the care provided for their children, as they complete questionnaires shortly after their children start, and these are then followed up annually. Therefore the childminder's capacity to make further improvements in the future is excellent. The childminder seeks very helpful detailed information from the parents and carers before their children start. This enables her to understand the children's needs and stages of development, and put in place any special provisions she feels will help the children to settle and feel comfortable in her care; for example, black out curtains for a toddler who prefers to sleep in a fully darkened room. A detailed information file is shared with children's parents and carers and provides a most helpful and reassuring insight into the daily routine, settling in and what families may expect from the childminder, as well as policies and procedures. Parents and carers are extremely pleased with the childminder's care which has helped their children to settle well, as well as her thoughtfulness and the high quality learning opportunities provided for their children. The childminder is also forging strong links with other provisions attended by children in her care and is aiming to extend this with other settings in order to fully share relevant information to benefit the children's development further.

The childminder most effectively ensures that all children are valued and included. She helps children to develop positive attitudes towards difference through discussion and the range of play resources available, including books, small world play, music and celebration of festivals. Visual timetables using photographs of the daily routine are enthusiastically used by the children which ensure that all children are able to make choices as they play. Children are learning to communicate by signing and enjoy their daily song and sign time, using this developing knowledge when fluently signing some animal names on a recent zoo visit. They learn about other languages as the play resources and environment are labelled in Spanish as well as English. Children benefit from the opportunity to use sustainable resources including home made displays and games, scrap materials for modelling as well as leaves and natural materials.

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

Children are very happy and settled and thoroughly enjoy their time at the childminder's. Children arrive very confidently and are curious and eager to chat and explore the toys that have been set out in advance for them. The childminder provides a rich and vibrant environment with interesting and stimulating displays around every corner to engage the children's interests. The room is set out invitingly with low tables and chairs where even the youngest child can sit safely; the comfy chair shaped beanbags are particularly popular as they are easy for the children to choose and carry to sit on where they are playing. The childminder makes excellent use of the available space with very well organised, labelled storage units and baskets for the wide array of play resources, which motivate the children to very confidently make choices as they play. Children also have regular opportunities to benefit from outdoor play and discovery. The small garden is well organised with a play house, sand pit and slide.

The childminder has an excellent knowledge of the EYFS and most effectively puts this into practice for the benefit of the children. She knows the children particularly well, due to the detailed observations she makes whilst they play. This information is recorded in their progress records which clearly indicate how children are achieving and progressing in each area of learning, as well as their changing interests and enthusiasms. These records are used to produce an informative planning web, which clearly incorporates simple developmental targets for each individual child, and ensures that the activities planned are interesting, enjoyable and appropriate for each child in her care. Written and photographic learning and achievement records are regularly shared with the children's parents and carers, who are invited to include their comments and ideas. This further promotes the excellent partnerships with parents and carers and the most beneficial continuity between home and the childminder.

The childminder interacts with the children with great warmth and enthusiasm, and encourages the children's enjoyment of play and developing language by talking with them about what they are doing and encouraging them to develop their ideas and make choices as they play. Children play harmoniously together and use their imaginations as they explore the dolls equipment and there is lots of discussion as they pack up their babies' bags with the clothes and feeding equipment required. The childminder has a very positive and encouraging approach to promoting appropriate behaviour, and this encourages children to feel safe and secure in the setting. Children's self esteem is particularly well promoted as they are readily praised when they have done well and their achievements are celebrated in the regular newsletters. Children are encouraged to talk about their feelings and discuss the simple rules they have devised together; they are beginning to resolve their own differences as they learn about sharing and respecting the feelings of others. They are also learning other important skills for the future when the childminder asks them to 'put on their listening ears' in order to listen to what she is saying, or help to tidy up their toys. The childminder has a very responsible approach towards their safety and children learn to walk to school safely as they readily don their fluorescent waistcoats. They feel safe when they go

on outings to the beach or a variety of places of interests when they all wear the yellow tee shirts and are reminded of the safety rules in place.

Children thoroughly enjoy the play activities provided, which most effectively support their development in all areas of learning. They learn about the changing seasons as they look at photos of the garden in the summer and their creativity is most effectively promoted as they explore the textures and colours of autumn leaves they have collected, before gluing them on black paper. Children delight in exploring dry pasta and scooping it up in a variety of containers, using weighing scales and counting together as they pick up spillages from the floor. A younger child concentrates as he carefully pushes the pasta into a narrow container and shakes it as he listens to it rattle. Children have a great enjoyment of books, and an interesting range are close to hand for children to choose. Children handle books confidently, independently looking at the illustrations whilst giving their version of the story and tracing the words with their fingers. Children confidently use their emerging writing skills when they write a shopping list, or chalk the ice cream menu on a board outside their play house ice cream shop in the garden. They also relish story time with the childminder, who reads the story animatedly whilst children giggle as they listen to the characters coming to life. Children's welfare is further promoted as they enjoy a healthy balanced diet of home made meals and snacks, which are attractively presented. Children thoroughly enjoy cooking, proudly showing off the cake they have made. Children's enjoyment of vegetables are encouraged when they discuss and regularly sample the 'veg of the week' learning that carrots may be eaten raw, cooked or incorporated into cakes. Children learn about appropriate hygiene routines, readily washing their hands before snack time.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----