

Inspection report for early years provision

Unique reference number	104579
Inspection date	02/11/2011
Inspector	Anne-Marie Moyse

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 2000. She lives with her husband and three children, close to the centre of Ashburton. Children have use of the ground floor rooms, as well as occasional use of bedrooms for sleeping. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. She may care for a maximum of six children aged under eight years at any one time. Currently there are 10 children on roll, of whom nine are in the early years age range.

The family have two working dogs that are kennelled outside, as well as birds of prey who are kept in a secured shed and are inaccessible to children.

The childminder takes and collects children from the local primary school. She takes children on outings to local places of interest, such as the parks, zoo, farm parks, and trips on the local steam railway or walks in the rural area. Children socialise by attending sessions organised by the local Children's Centre, activity groups and visits to other childminders. The childminder holds a level three qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individuality and unique personalities are thoroughly understood and effectively supported. As a result children are fully included and all their needs met successfully. Excellent links with the parents and other providers of the Early Years Foundation Stage contributes to consistent and cohesive care and learning for every child. The childminder plans inspiring activities, and provides enthusiastic and motivational encouragement for children to learn and develop. She reflects on her practice and provision and identifies areas for enhancement, maintaining continuous improvements. The childminder appreciates that her systems for documenting some records is an area for further development.

What steps need to be taken to improve provision further?

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

- recording the reason for administering non-prescribed medication to further enhance children's welfare
- developing further methods of recording and assessing children's achievements and sharing this information with parents.

The effectiveness of leadership and management of the early years provision

Children are affectionately cared for in a safe, secure home. The childminder has an excellent awareness of the requirements of the Early Years Foundation Stage, and underpins her practice with secure policies and procedures to support children's health and safety. The childminder uses meticulous hygiene procedures, and provides an excellent role model to the children. She supervises children considerately, according to their age and development needs. A very comprehensive risk assessment is in place to identify and minimise potential hazards to children, both within the home and on outings. Safeguarding procedures are very well known, and the childminder is secure in her knowledge of what to do if she has any child protection concerns. All the necessary records are in place and maintained effectively. All the relevant consents and documentation is now in place and signed by parents, which was a recommendation from the previous inspection. However, the childminder does not always record the reason why non-prescribed medication is to be administered to children to fully promote their health when they are unwell. Space and resources are extremely well organised to create a very enabling, child-friendly environment. A broad range of resources are easily accessible to children who take control of their own learning and thrive as they know their choices are valued and respected. The childminder makes excellent use of the outdoor area and tailors her planned activities around the preferences of the individual children. She follows children's enthusiasm for playing and learning outside and makes excellent use of the local environment and community to support all aspects of children's development. Through attending other groups, and her positive interaction, the childminder helps children to learn about differences and diversity of their social world. Consequently children value themselves and show respect to others.

The childminder works exceptionally well with parents and other providers. Open and ongoing communication enables everyone connected with the child to have a comprehensive understanding of the child's individual needs and preferences so consistency is fostered. Parents receive updates about their child's day through verbal feedback, text messages and photographs of their children at play. The childminder conducts ongoing observations and assessments of each child and discusses their progress in detail with parents, so that children's learning is fully supported. Excellent written and verbal communication systems are in place to share information with other providers so children's development is balanced between settings. The childminder arranges meetings and joint visits with others, so plans for children's development can be discussed and clarified. Children are making rapid progress in their learning through the childminder's skilful interaction and dynamic approach to stimulating children's curiosity and developing their concentration skills. She confidently challenges children during their play to make new discoveries and think for themselves. She monitors children's development closely, but has yet to fully establish consistent records of children's achievements.

The childminder continues to review and improve her knowledge and skills by attending training, and keeps up-to-date by liaising with other childminders and provisions. She uses comments made by parents and children to consider changes

to her provision and drive improvements. She knows her own strengths and areas that can be improved, and thoughtfully takes action to address any weaknesses. She has a clear plan in place to improve the provision for children by altering the rooms in her home so that children have more space and freedom for play.

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

Children show that they are valued and have a secure sense of belonging as they are confident and familiar with the routines and high expectations of the childminder. They are forming very close relationships, and show respect for others. Children are extremely polite, well behaved and confidently express their opinions. They show pride in their achievements and take a high level of responsibility in planning their own activities, and choosing what to do. They happily concentrate for a substantial time, engrossed in moulding and manipulating the play dough into different shapes. They use a wide range of tools very safely to cut, roll and shape the coloured dough's. They extend their learning and imagination as new tools are introduced. For example, the children balance dough on a spatula, which then develops into making pancakes, rolling the dough into a ball in their hands and then using the rolling pin to flatten it to the correct size and shape for the pan. A discussion over how to 'flip' the pancake results in the children concentrating carefully and using their coordination to toss the pancake successfully and also extends their vocabulary. Throughout their play they use positional and mathematical language to describe their creations, as well as calculating how many they need so everyone is included and has one each. Their play is further extended as the dough is made into all sorts of foods, including a huge celebration cake, decorated with pretend fruit from the role play resources.

Children are engaged in weighing, spooning and measuring ingredients for making a pasta sauce, confidently commenting on the taste, texture and appearance of the items. They follow meticulous hygiene routines, and are becoming independent in managing their own personal care. Their good health is extremely well promoted as children eat nourishing and abundant snacks, and enthusiastically drink plenty of water. Daily outside play and robust exercise contributes to children's physical development and learning. Regardless of the weather children go for walks around the neighbourhood and fields, exploring nature and their local community. Local farm parks and zoos are regular outings providing first-hand experiences of a wide variety of animals and creatures. Visits to the parks support children's climbing and balancing skills, as equipment is used with developing control and coordination. Indoors children have sufficient space to use ride on toys safely managing to negotiate furniture safely. On outings, they are taught about road safety and stranger danger, contributing to their own awareness of hazards and how to take care of themselves. Children regularly practice evacuation procedures, so they can leave the premises quickly if required. As they play with the toy cars and vehicles they discuss the jobs of the fire and police officers, developing their understanding of positive role models and helpful people.

Children are developing excellent skills for the future as they are confident

communicators and are inquisitive learners, asking lots of questions about the toys and resources they play with. Their curiosity is encouraged as the childminder poses interesting and though provoking challenges, and supports children sensitively to work out solutions to problems. They are fully involved in deciding what to do next and they play independently, engrossed in their own imaginary play. When invited the childminder respectfully joins in with the children. She follows their play, yet provides innovative suggestions and additional resources in order to stretch children's thinking, involvement and communication skills. Children choose their favourite books, which include stories about their own cultures and beliefs as well as those of others. They talk animatedly about the pictures and stories, counting the objects and making astute comments showing their developing 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met