

## Inspection report for early years provision

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<b>Unique reference number</b>	EY384577
<b>Inspection date</b>	17/09/2009
<b>Inspector</b>	Bridget Copson

<b>Type of setting</b>	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 2008. She lives with her husband, adult children and two younger children aged 10 and six years, in Newton Abbot, Devon. The house is accessed via steps leading to the front of the house. Children have use of the whole premises, including three play rooms and toilet facilities on the ground floor, as well as bedrooms for sleeping and a bathroom on the first floor. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time, three of whom may be in the early years age group. There are currently 30 children on roll, all of whom are in the early years age group. She works on occasions with up to two assistants, when she is registered to care for a maximum of 17 children, nine of whom may be in the early years age group. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The childminder holds a level 3 qualification in early years care and education. She is also registered to provide childcare on domestic premises at the same address, when not operating as a childminder.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are highly valued as individuals and see a very positive reflection of themselves, their culture and background throughout the setting. Their individual care and learning needs are met very well through the highly successful working partnership established with parents and other carers. Children's interests are closely supported and their learning is planned and monitored individually. As a result, they are making very good progress through the Early Years Foundation Stage (EYFS) and are developing an excellent sense of belonging. The childminder is committed to continuous personal development and in implementing improvements to further promote 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 further the range of resources available to younger children and babies in the outdoor play area.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is assured throughout the setting. Policies, procedures and records are well organised and indexed, and updated frequently. This ensures all information can be accessed quickly to meet children's needs and secures the safe and efficient management of the setting. Comprehensive risk assessments and daily checklists maintain high standards of health and safety and daily routines are followed for younger children and babies to meet their needs consistently. The childminder is very clear of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Her assistants have all attended child protection, first aid and food hygiene training to further safeguard children consistently.

The childminder is committed to driving improvement. She has very successful systems for monitoring and evaluating the quality of provision and to identify areas for improvement to the benefit of all children. This includes a self-evaluation with input from parents and close links with the local authority and other settings. The childminder values the importance of personal development and is proactive in updating her knowledge and skills. She has attended a wealth of relevant courses and workshops since her last inspection and is working towards Early Years Professional Status.

The childminder works with enormous energy and enthusiasm to ensure all children are supported, supervised and included equally. Much emphasis is placed on promoting positive attitudes to one another and learning about diversity through the good range of resources and interesting activities. For example, learning about the lives and beliefs of other people, and finding out about different celebrations and religious festivals.

The childminder has established excellent partnerships with parents. A wealth of information is provided to parents to support them in making an informed choice. Parents provide her with information regarding their child's needs, preferences and care routines. In addition, valuable links have been established with other settings and agencies involved in children's care to further promote consistency. Parents are kept closely informed and involved through their child's two-way Daily Diary which provides a detailed account of care and routines, achievements, any accidents or existing injuries and medication administered. All parents also complete the 'my favourite things have been' section each month to contribute to the planning for their child. In addition, parents are invited to complete surveys regularly and to get actively involved within the setting.

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

Children benefit from an extremely enabling environment in which they have access to an excellent range of well-maintained resources within the indoor and outdoor play areas. Children's learning and development is promoted to a high

standard by the childminder who has an excellent understanding of the EYFS. She carries out observations of children's achievements each month and uses this information to identify and plan their next steps of learning. In addition, she obtains information regarding children's interests each month from parents to plan the next month's activities. She interacts with skill and meaning, asking open-ended questions, seizing spontaneous learning opportunities and extending children's learning. As a result, children's individual interests and development is supported very well.

Children are happy and demonstrate a good sense of well-being. They are forming firm attachments with the childminder and early friendships with others. Babies explore with curiosity and contentment and older children move around freely and with confidence. Children express their needs openly and talk freely about what they are doing and making in their play, and enjoy sharing their knowledge through discussion. Children listen well and enjoy books at all ages to learn new words, to find things out and to relive favourite stories. Children's behaviour is exemplary. They are developing positive attitudes towards others through learning to share and take turns, help others, and demonstrate good manners. The childminder presents as a very positive role model and acknowledges children's achievements through praise and awarding them stars to add to their charts.

Children count spontaneously in their play and are developing a good understanding of numbers, shape and how to group objects. They problem solve using puzzles, games and activity toys at all ages. Children use their imaginations very well making models with many different constructional sets and with a wealth of small world and role play resources. In addition, they enjoy music, singing and dancing. Children use their senses to explore different media and materials, including innovative activities, such as playing with dinosaurs in a tray of popcorn. Children are developing a very good knowledge and understanding of the world. They learn about growth and change through planting fruit, flowers and herbs. They visit many local places of interest and support national initiatives, such as World Health Day and Children in Need.

Children's safety is of paramount importance to the childminder. As a result, children feel secure and move around freely and safely between the play areas. Children are developing an excellent understanding of keeping safe through practical activities, routines and resources. For example, practising the fire drill, road safety on walks, and clear guidance on all outings. Children are developing a very positive attitude to healthy lifestyles. They enjoy sociable meal times during which they benefit from home-cooked meals and fresh fruit and vegetables everyday. Children's health and fitness is promoted very well through free-flow access to the outdoor play area most of the day. This provides them with a very good range of small and large scale equipment, although there are less activities to meet the needs of some of the younger children and babies. In addition, they use many of the local parks to promote their fitness and physical development. Children's health is promoted to a high standard through the very clean and hygienic environment and managing their own personal hygiene well to prevent the spread of infection.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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