

— _ Ewins, Neil

Inspection report for early years provision

Unique reference number	EY261846
Inspection date	23/07/2009
Inspector	Sara Bailey
Setting address	9 Parkside Crescent, Exeter, Devon, EX1 3TW
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Type of setting	Childminder

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.

Description of the childminding

The childminder registered in 2003. He lives with his wife, also a registered childminder. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When they are working together they are registered to provide care for a maximum of eight children at any one time, six of whom may be in the early years age range, of these two may be under one year of age. When working alone, the childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age range and of these only one may be under one year of age. They currently have nine children on roll, seven of whom are in the early years age range and two children are under eight. Some children attend on a full-time basis and others part-time. The childminder also provides overnight care.

All areas of the childminder's bungalow are used for childminding, except the bedroom. Overnight care is provided in the study and children have a designated playroom, which opens out onto the fully enclosed rear garden for outside play. The childminder has a large dog and one cat, expecting kittens, which children have supervised access to.

The childminder operates a Montessori approach to his care and learning. He is working towards his Early Years Professional Status (EYPS) qualification.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. Children's individual needs are exceptionally well met through the childminder's excellent understanding of child development and how to progress children's learning through wonderful interaction and fully inclusive experiences. Every aspect of children's welfare is given the highest priority, to ensure children are safe and healthy, within the very relaxed, child orientated setting. The childminder is committed to continuous improvement and is very proactive and implementing changes to further improve 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:

- continue to update and maintain records, policies and procedures to reflect changes in the management of the setting as they further develop, in line with the Early Years Foundation Stage (EYFS), which will continue to meet the needs of children effectively.

The leadership and management of the early years provision

The childminder co-works with his wife, a registered childminder, to provide an extremely well organised mini-nursery setting they call Select Childcare. The organisation of the daily routines effectively meet the needs of each individual child. For example, young children are allowed to sleep for longer periods than usual in order to meet both children's and parents' needs. Children have easy access to free-flow inside and outside play due to improvements made to the premises to support this. The childminder ensures children have a daily balance of experiences both within the setting and in the nearby forest, to meet children's individual needs, which also reflect their interests.

Documentation is professional, clear and effective at sharing information with parents and safeguarding children. The computer is used efficiently to download policies and procedures, which are regularly reviewed and updated to make them personal to the setting. Risk assessments identify and address all potential hazards within the home and whilst out on outings. Evidence of the childminder's suitability are held on file, with Criminal Record Bureau checks and training certificates.

The childminder promotes positive partnerships with parents and other professionals to ensure continuity for children in his care. Individual daily diaries, informal daily interaction, phone calls and the internet are all used to keep parents well informed about their child's time at the setting. Parents are informed about their child's development through the EYFS via photographs and observations about their play and learning.

The childminder has a very secure knowledge of child protection issues through training and links with the fostering team as he is also a registered foster carer. He safeguards children through effective procedures such as passwords for releasing children into the care of another person collecting the child and having systems in place to record children's existing injuries, which are always shared with parents.

The childminder acts immediately on any feedback on ways to further improve the outcomes for children and further develop practices in order to deliver the EYFS in an exemplary way. He has identified ways to develop the learning environment and is currently implementing Montessori practices to further enhance children's learning.

The quality and standards of the early years provision

Children develop exceptionally healthy lifestyles during their time at the childminder's due to a commitment to outside, active play. The childminder ensures all children have access to free-flow outside and inside play, whatever the weather and daily trips to the forest. Children explore their natural surroundings, have fun and excitement playing and learning life skills in the outside world. Children benefit from healthy snacks, such as fruit and cheese, regular home-cooked food and easy access to drinking water. Children learn the importance of good hygiene through established hand-washing routines.

Young children learn how to be safe through discussion and participating in well supervised risky-play. For example, children are encouraged to explore, learn how to negotiate hazards such as steps and how to safely use tools such as scissors.

— Children relish their time at the setting, playing with exciting resources, which are exceptionally well supported by the childminder. For example, children are all engaged in wonderful role-play using dressing up clothes, pieces of material and home-made crowns to become kings and princesses. They remain in character throughout the morning as they play with other activities, which are a mixture of child-initiated and child-led with excellent adult interaction, ideas and involvement to bring the play alive. For example, children run around the garden pretending to be different wild animals, which the childminder has as large puppets for them to copy as he pretends to squawk and growl, flap their wings or hide. He develops their knowledge and understanding of the wider world through discussion about their natural habitats, the way they move and what they eat. The childminder also uses local resources such as low flying aircraft, as he lives near to an airport, to develop children's understanding. Children learn new skills through excellent adult supported play, such as painting. For example, young children are encouraged to use a paintbrush delicately to produce marks and patterns rather than the usual way they dab, this is done so skilfully by using a quiet, gentle voice with rhythm they copy such as 'dip, dip, dip'. This shows an excellent awareness of the EYFS, children's starting points, development and next steps. Through observation and assessment, the childminder effectively plans to meet individual needs. He is careful to plan for each child rather than group similar aged children together. For example, he is aware that some children like to complete tasks in isolation of others so they are given space to do so, whilst others enjoy their peer support so this is taken into consideration with the activities.

Children thrive on the praise and encouragement they receive from the childminder in all they do. They are told how clever they are and how proud he is of their achievements. Children's self confidence is high and as a result they are very confident, polite, caring children. The childminder is an excellent role model as a male carer and is especially welcomed and valued by children who do not have this in their home environment. Children are involved in every aspect of their care, making decisions about what they do and eat, helping to tidy away and clean tables, which is evident of the Montessori approach.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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