

Inspection report for early years provision

Unique reference number	104362
Inspection date	15/05/2009
Inspector	Heather Morgan
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 has been registered for over 15 years. She lives in a semi-detached bungalow in the market town of Newton Abbot in Devon. She lives with her partner and two children. Children have use of the ground floor, which consists of a play room, bedroom and living area. There are enclosed front and rear gardens for outdoor play. There are local swing parks and the town centre is within walking distance. The family have two guinea pigs.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding a total of 11 children, eight of whom are in the early years age group and attend on a part-time basis. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register; she provides before and after school care for older children.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder takes positive steps to include all children in the wide variety of activities offered. Children in her care are happy, settled and confident. She regularly reviews her practice and identifies ways to improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop knowledge and understanding of the Early Years Foundation Stage and use this information to build on the existing procedures for assessing children's progress and planning their future learning and development
- improve procedures for recording accidents and the administration of medication by ensuring that parents consistently countersign records to demonstrate how information is shared to support children's continuity of care.

The leadership and management of the early years provision

The childminder is well organised and manages daily routines effectively to provide a flexible service that takes consideration of school and pre-school drop-off and collection times and reflects young children's familiar care patterns. All regulatory documentation is in place, although accident and medicine forms are not consistently countersigned by parents. Nevertheless, daily discussions take place to exchange information with parents about their child's day.

The childminder has a good partnership with parents and also works very closely with other professionals to provide effective continuity of care for all children. This

coordinated approach has a positive impact on children's learning and development. Parents are pleased with the care their children receive and the range of activities offered.

The childminder regularly reviews her practice and identifies ways to improve outcomes for children. She attends training and workshops to keep her knowledge up to date and accesses the support of other professionals to promote children's health and safety. For example, she plans to attend training in safe food handling and has consulted local fire officers to review her emergency procedures. The childminder is currently improving her knowledge and understanding of the learning and development requirements to further support her in promoting children's progress.

The childminder has a secure understanding of her responsibility to safeguard children. She has a good understanding of child protection issues and her responsibility to promote children's welfare and well-being.

The quality and standards of the early years provision

Children are supported well in developing a healthy lifestyle. Good attention is paid to hygiene within the childminder's home and to encouraging children to develop effective personal hygiene habits. Children enjoy regular, nutritious meals and snacks to sustain their energy and hydration levels throughout their busy day. They have many opportunities to play outdoors in the fresh air, and enjoy exercising their bodies, as they access play equipment in the garden or the park.

Children are learning to use tools and equipment safely under the close supervision of the childminder. For example, when they are confident in manipulating crayons and glue sticks, they are supported in using scissors. They develop their independence by choosing resources that are stored in low level cupboards, to enable them to access them safely.

The childminder has a good understanding of child development and how children learn through purposeful play. She knows all the children well and provides appropriate support to each child, ensuring everyone can access the activities of their choice. For example, she supports communication with simple signs and adapts resources such as play dough by making it from gluten-free ingredients.

Children enjoy a wide range of activities and have good opportunities to initiate their own play. For example, they choose to play with construction bricks and work together to create models cooperatively. The childminder interacts sensitively with their play to extend their learning. For example, when children get excited as they look at photographs of a tiger, she encourages them to explore pictures of other animals. Children enthusiastically imitate the sounds and movements of different animals and attempt to recall their different names.

Children also access a variety of learning opportunities that are planned by the childminder to reflect their current interests and build on their prior achievements. They visit local places of interest such as parks, the beach and zoo to develop their

understanding of the wider world.

The childminder's informal procedures for assessing children's progress, and planning activities that build on what they already know and can do, are effective in supporting learning and development. She works very closely with parents, other professionals and early years providers to provide a consistent approach to supporting children's progress.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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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