

Inspection report for early years provision

Unique reference number	153973
Inspection date	06/04/2009
Inspector	Christine Powlesland
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 was registered in 1996. She lives with her two children, one adult and one school age, in a terrace house in Tavistock. The whole of the childminder's house, except for one bedroom, is used for minding. An enclosed garden is used for outside play activities. A goldfish is the family pet. The home is within walking distance of a variety of local amenities and the childminder is able to transport children to the local playgroups, school and out for visits. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three maybe in the early years age range. She is currently minding six children in this age group who live locally. Four of these children attend the early years unit of the local primary school, local preschool or day nursery during term time. The childminder also offers care to children aged over five years to 11 years and provides overnight care for one child under the age of eight years. She is a member of Devon Childminding Association and Tavistock Childminding drop-in group. The childminder holds a National Vocational Qualification in play work. She is registered on the Early Years Register and the voluntary and compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very well cared for by the childminder and they are making good progress in the Early Years Foundation Stage. All systems are in place to support good care, although some require more rigour in their implementation. The childminder ensures that children's individual needs are met and is strengthening inclusion by developing close working links with parents and other providers. The childminder maintains continuous improvement by reflecting on her practice and attending training to extend her personal development.

What steps need to be taken to improve provision further?

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

- further develop recording systems to give a clear view across all areas of learning of how children are developing and progressing
- improve record-keeping of medication and visitors to the premises by obtaining prior written permission from parents before any medication is given and tracking any visitors to the home, to help safeguard and promote the welfare of children

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure children are supervised at all times to ensure their safety and meet their needs (safeguarding welfare)

05/05/2009

The leadership and management of the early years provision

The childminder is developing her systems for reviewing herself and her business arrangements. Even though this is in the early stages the childminder demonstrates the capacity to identify and evaluate improvements to her provision, such as extending resources to reflect diversity and increasing equipment for both indoor and outdoor play.

The childminder has a full set of policies and procedures and has established a system to seek, collate and act on the views of parents and children. She has developed effective working relationships with parents and children benefit from the close links formed with parents over their care. Their individual needs and routines, in particular when staying overnight, are well understood and respected by the childminder.

Children are kept safe as the childminder has a good understanding of assessing and minimising risks. Children learn to keep themselves safe as they become familiar with the evacuation procedure when carrying out fire drills. However, the childminder has not ensured regular visitors are suitable and she does not keep a written record of visitors to her home for the protection of children.

The quality and standards of the early years provision

Children are comfortable and relaxed with the childminder, confidently chatting to each other, the childminder and any visitors present. They know which resources are available, easily accessing them from the well-organised storage. Children learn good hygiene routines as they wash their hands after using the lavatory, protected from the risk of cross infection by their use of individual cloths with their own initial on.

Children develop coordination and they concentrate well when using the handheld computer game. They choose to sit together at the table to remodel the train track and then request a construction toy, knowing the routine of helping to tidy away before this is set out on the table. The childminder joins in the children's imaginative play as together they build a school, fitting desks together then adding small world people. As they search for the construction set chairs to use in the school scene the childminder talks to the children about the school they are to attend later in the year and how far it is from their home, helping them to make links between home, school and the childminder's. Much of the play is child led as they decide to play outside in the sand and then bounce on space hoppers, developing large muscles and balance as they enjoy a race together. Photographs show children learning to share crayons as they draw pictures together. They visit local attractions to increase their knowledge of the world around them, greatly enjoying the rides at the fairground in Plymouth. Young children talk about their emotions as they discuss with the childminder what makes them happy and what makes them sad.

Children are kept safe by the childminder's awareness of hazards and so confidently explore and move freely around the ground floor. They are kept healthy as they learn to eat healthy foods at snack time and enjoy the fresh air every day by going on outings or by playing in the garden. Children are well cared for in the event of having an accident as the childminder is qualified in first aid and has obtained all necessary consents. However, the management system to support individual children's medical needs is not always effective as prior written permission from parents is not always obtained before medication is given. Children are generally well behaved and they are learning skills for the future as they help to tidy away, independently put on their trainers before playing outside and manage their personal hygiene.

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?	3

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?	3
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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