

## Inspection report for early years provision

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<b>Unique reference number</b>	104248
<b>Inspection date</b>	28/05/2009
<b>Inspector</b>	Jane Sylvia Day
<b>Type of setting</b>	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 since 1996 and was previously a playgroup leader. She lives with her husband and teenage daughter, in the village of Tipton St John, near Ottery St Mary. She uses the ground floor of her home and the front garden for childminding. The family have three pet dogs.

The childminder is registered to care for six children under eight years, and currently has eight children on roll, including four children in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register. She is a volunteer helper at the local preschool and works in partnership with the local school's after school facility.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder uses her considerable experience as a child carer to meet children's individual learning and development needs very well. Children achieve and respond well in the warm family atmosphere of the childminder's home, and enjoy close and caring relationships. Parents' and carers' views about the service provided are welcomed by the childminder and an effective regular exchange of information promotes good support for all children's general welfare and progress. The childminder is committed to the continued provision of a childminding service that is sensitive and responsive to the future needs of the children she cares for.

## What steps need to be taken to improve provision further?

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

- gain further understanding of reflective practice in order to confidently identify aspects of the childminding service that are done well, and those aspects that might be improved, so as to continue to promote good outcomes for children.

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident  
(Documentation)

26/06/2009

## The leadership and management of the early years provision

The childminder works hard to provide a childminding service that meets the children's needs well and provides reassurance and support for parents and carers.

Excellent daily communications with parents enable the sharing of information about: activities the children have been involved in; welfare issues such as food and drink; and any achievements the children make, for example, in recognising a new letter or colour, or stages in toilet training. The childminder also has a very good working relationship with a local preschool where she is a volunteer helper. She is also a link to a local school as part of a local authority scheme, and liaises on a regular basis with the after school club at the local school. All her minded children attend local schools and the playgroup, and so enjoy the benefits of excellent continuity between all the settings they attend.

The childminder demonstrates good understanding of safeguarding issues. She has completed a child protection awareness course and has up to date information with regard to procedures, should she ever have a concern about a child in her care. She is knowledgeable about what might cause concern, should a child be at risk, and about the complexity of such situations and the sensitivity required in handling these. All adults resident in the home have been appropriately checked, and the childminder is very clear about protecting children, for example, in situations where there are visitors to the house, such as work people or friends of the family, and not allowing such adults to have unsupervised access to minded children.

The childminder risk assesses the house, garden and any outings she undertakes with the children on a regular basis, although currently she does not have a record of her risk assessment. This is a breach of a requirement of the Early Years Foundation Stage framework. The childminder has a very clear approach to teaching children about safety issues such as when they are walking by the river or working in the vegetable garden near the greenhouse. Her risk assessment of the outside area has resulted in the large garden being fenced and gated into three separate areas - one that is secure for the family's three dogs, so ensuring that the largest part of the garden is safe and hygienic for children to play in.

The childminder has addressed effectively all the recommendations that arose from the last inspection. As a result children's safety and general welfare is supported by the actions she has taken. She has not currently engaged in any rigorous form of self reflection or evaluation of her practice as a child carer. However she has identified that she offers a very flexible service, which is valued by parents and carers, and is effective in responding to potentially sensitive issues concerning children's individual care needs. She has benefited from training opportunities taken up at the local preschool in health and safety and in food hygiene. She demonstrates responsiveness to any matters raised by parents, carers or children, and a commitment to improve her service.

## **The quality and standards of the early years provision**

Children enjoy their time at the childminder's home and make good progress in their learning and development, as they participate in interesting and stimulating activities. They are able to express their wishes to the childminder with regard to the activities they like and are interested in. They benefit from positive responses from the childminder, which help to promote their growing self esteem and

confidence. Children demonstrate their sense of safety and security through excellent behaviour. They show great confidence in relating to adults and visitors, and show sensitivity to other's feelings. They are respectful of other people's possessions, for example, when tidying away and carefully examining a piece of jewellery.

Children make good use of the outdoors. They experience daily outings around the local area and especially enjoy walking along the river and learning about the natural world from conversations with the childminder. For example, young children talk knowledgeably about evergreen and deciduous trees and which animals are nocturnal. Discussions are followed up by looking at books and completing pictures of what they have seen. Children enjoy helping to grow and cultivate vegetables and plant things that they might find on their daily walks, such as an acorn planted last autumn. Children are delighted to show this to visitors and handle the small shoot very gently. Trips to the nearby seaside town are enjoyed during the summer months. Older children attending the childminder after school have formed an informal 'homework club' for themselves on one day each week, where they complete any activities brought home from school and enjoy the support of the childminder in doing these.

Various interesting activities engage the children's attention indoors and help promote many aspects of their learning and development. For instance they help to make play dough and bread, skilfully handling the utensils, saucepan and measuring cups. They show good manipulation of small tools such as a knife and rolling pin, and correctly identify ingredients used and what needs to happen to the dry ingredients in order to produce play dough. They describe the texture of the dough in its dry state and once it is cooked. Children happily engage with the childminder to use the dough to make shapes and compare size and weight, as well as identifying cutter shapes, making letters to spell out names. Throughout the activities the childminder uses effective questioning to help extend the learning experience, asking questions such as "what do you think will happen if..?" Children show perseverance and concentration, both in activities playing alongside the childminder and when playing alone, for example, completing a large puzzle.

The childminder's good knowledge of child development enables her to respond appropriately to providing for children's interests and abilities. This is supported by the good information that she gains from parents at the start of their child's placement. Her skill in identifying children's particular needs enables her to act effectively in communicating with parents and to gain additional support to help children make progress. She does not plan activities in any formal way as she responds spontaneously to children's needs and dispositions on any particular day.

Children show good levels of understanding of how to keep themselves safe. They know to follow careful rules, for instance, when out walking by water, and in the home - such as not to touch the hot saucepan and to be careful around the glass greenhouse. They confidently tell visitors what not to touch in order to be careful. Nutritious food is provided by the childminder for snacks and teas, for example, pasta meals, fruit, crackers, cheese, and tuna and cucumber sandwiches. Children's general health is further promoted by following routine hygiene procedures within the home. For example, they cover their nose when sneezing

and use tissues, which they know to dispose of hygienically, and wash their hands without prompting after using the toilet.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that there is a written statement of procedures to be followed in relation to complaints. 26/06/2009
- ensure that there is a written statement of procedures to be followed to safeguard children being cared for from abuse or neglect. 26/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register 26/06/2009