

## Inspection report for early years provision

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<b>Unique reference number</b>	EY365838
<b>Inspection date</b>	28/07/2009
<b>Inspector</b>	Heather Morgan
<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 registered in 2007. She lives with her husband and three school-aged children in a bungalow in the village of Bere Alston, Devon. The whole of the childminder's house is used for childminding and there is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time and is currently minding ten children, nine of whom are in the early years age group. All of the children attend on a part time basis.

The family have a selection of pets that include a dog and cat, corn snakes, guinea pigs, rabbits and fish that can all be excluded from children if needed.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children settle well in the childminder's home and are familiar with the daily routines, which are implemented appropriately to reflect individual children's care needs. The childminder has begun to reflect on her practice and has identified a need to improve her use of documentation to underpin her childminding service. She strives to provide children with interesting activities and focuses on making use of local amenities and the outdoor environment.

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

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

- continue to develop procedures for assessing children's progress and achievements; use this information to plan their next steps for learning.

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

- promote children's good health by making effective use of available documentation to obtain written consent from parents before administering medication to children, and recording all injuries and first aid administered (Promoting good health)

11/08/2009

## The leadership and management of the early years provision

Most regulatory documentation is in place, although it is not well organised and therefore not always easy to find. Regulatory documentation relating to aspects of

children's health is not completed appropriately and this breaches a welfare requirement. Nevertheless, parents receive verbal information about the care their children receive through regular discussions when they drop off or collect their children.

The childminder takes account of individual families' circumstances and adapts her routines and activities to reflect individual needs. She has a clear understanding of safeguarding issues and is familiar with appropriate actions to take in the event of any concerns.

The childminder has begun to evaluate her own practice and is aware of the need to improve her use of documentation to underpin the childminding service she provides. She accesses support and advice from a local childminding network and has also identified appropriate training courses to develop her skills and knowledge. She is currently embarking on training towards a level three qualification.

The childminder plans her weekly and daily routines around local events and visiting amenities in order to provide children with a wide range of activities. She actively seeks new play opportunities and venues to visit to support children's learning in the outdoor environment.

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

Children are learning to take responsibility for their own safety as they are shown how to exit the trampoline safely. They learn simple road safety rules whilst out walking, such as holding on to the buggy, walking on the inside of the pavement and looking out for cars before they cross the road.

Children are developing healthy lifestyles as they regularly play outdoors in the fresh air, both in the garden and on regular outings. They visit different parks or go to the zoo. In the garden they explore natural materials such as sand and water and develop their physical skills using a range of equipment.

Children enjoy regular meals and snacks and have opportunities to rest or sleep during the day. The childminder has a clear understanding of their special dietary requirements and their familiar routines. Children participate in personal hygiene routines such as washing their hands before they eat. However, insufficient attention is paid to keeping clear records regarding injuries, and parents are not asked to provide written consent for medication to be administered.

Children access a wide range of interesting activities and have regular access to learning in an outdoor environment. They often go on outings, take trips on the train and access local activities such as singing sessions or choosing their own books from the mobile library. They enjoy opportunities to participate in local traditions and events, such as dressing up for the village carnival.

The childminder knows the children well and selects resources and activities that reflect their interests. She informally assesses their achievements and has begun

to consider ways of recording her observations of their play. She is less confident about evaluating their progress and using this information to plan activities that build on what they already know and can do.

Nevertheless, children engage enthusiastically in activities, which broadly support their learning and development. They have good opportunities to explore the natural world; for example, they learn about the life cycle of frogs as they watch tadpoles grow in the pond. They engage in role play as they diagnose and treat the animals in their imaginary veterinary surgery and they create pictures and models using a range of craft materials.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:	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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