

Inspection report for early years provision

Unique reference number	EY301343
Inspection date	18/08/2009
Inspector	Deborah Ball
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 2005. She lives in the village of South Brent, Devon. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. The premises are easily accessible. Children do not have access to the garden. The children are taken to local play areas and on outings.

The childminder is registered to care for six children at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities and who speak English as an additional language. The childminder is a member of the Devon Childminding Association.

Overall effectiveness of the early years provision

Overall, the provision is good. Children's welfare, learning and development is promoted with success in a safe and secure care environment. The children relish their time in the childminder's care and enjoy good relationships with their peers. Their individual needs are very well considered within the daily routine and activities are provided, ensuring that children are fully involved in the life of the fully inclusive environment. The childminder works closely with children's parents and carers and has formed effective relationships with other providers delivering the EYFS. She is committed to maintaining a high quality service for children and their families and pro-actively takes positive steps to ensure action is taken to address areas identified for further improvement.

What steps need to be taken to improve provision further?

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

- use the assessment system more effectively to clearly highlight children's next steps in their learning and development.

The leadership and management of the early years provision

Children receive warm, welcoming, good quality and secure care within a homely environment. Strong and effective systems are implemented on a daily basis so that children's individual needs and requirements are fully provided for. Clear and detailed written policies and procedures reflect the good practice and caring relationships evident in the childminding service. These procedures are readily available to all parents, are fully adhered to and regularly reviewed to ensure that

they remain working documents.

There is a strong partnership with children's parents and carers which enables children's individual needs to be catered for consistently. Parents and carers are well informed of planned activities and events which encourages their involvement in their children's learning and provides them with information to support their children's learning from home. They are kept up-to-date with their child's progress through in-depth daily discussions. Close working relationships have been developed with the local school and pre-school to ensure children's individual needs and requirements are fully supported and addressed.

Children are safeguarded effectively because the childminder has robust systems in place for their security and safety. Thorough risk assessments are carried out regularly both on the home and for visits and outings. The childminder organises her time well to enable her to provide children with a high level of support and supervision. She has attended child protection training and has a secure and thorough understanding of her role and responsibilities in safeguarding children's welfare.

The childminder enjoys the company of the children and they benefit from her caring nature and enthusiasm. She is very well organised, committed to her role and has worked hard to meet the requirements of the EYFS. The childminder endeavours to access as much training as she can to help her to continually improve on and reflect upon her provision for children. She has worked hard on evaluating her service and has highlighted clear and achievable aims for the future, so that she can continue to develop her service for children. All recommendations raised at the last inspection have been fully addressed and resulted in improved welfare and safety for children.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care and benefit from activities and a daily routine tailored to meet their needs. All children are supported to make choices about what they want to do in a child-initiated routine and this helps them to develop their self-esteem and independence. In addition, a range of adult-led activities are provided which further support ongoing individual development. The childminder provides activities and resources which actively engage the children and help them to progress towards the early learning goals. A well-developed knowledge of each child's individual needs ensures that the childminder promotes all aspects of children's learning with success. The childminder is observant and notes progress, recognises when a child masters a new skill and encourages children to be proud of what they achieve. However, the assessment system is still under development and does not allow for children's next steps to be clearly identified.

Children enjoy close, warm and supportive relationships. They make friends, learn to be sociable and play happily. Lots of praise is offered when they act positively or do something well and they learn to share their toys and to say 'sorry' to others. Children enjoy participating in fun and practical activities, including painting, role

play, construction activities, messy play and simple baking. Young children enjoy snuggling close to look at favourite books, and songs and rhymes are used well to develop their listening skills and to encourage them to enjoy using different words and sounds. The childminder constantly talks to children to expand their vocabulary and learn new words. Playing with toys that come apart and fit together encourages even the youngest children to problem-solve as they enjoy jigsaws and construction activities. Children are appropriately challenged through the skilful questioning techniques used by the childminder, and have opportunities to develop early mathematical skills as they count how many steps there are leading up to the park, compare sizes and sort shapes. The children explore and experiment throughout their play and mix sociably with others in their community. They benefit from real life experiences such as visiting the shops, post office and local parks. Children are beginning to develop an understanding of the wider world and are encouraged to celebrate a range of cultures and festivals, tasting food and access resources reflecting positive images of the diversity of society.

The childminder's home is warm, welcoming and maintained to a high standard. Children are protected from infection through the implementation of effective hygiene procedures. For example, children are provided with separate hand towels and are reminded of the importance of washing their hands. Children's dietary needs are largely met by parents taking responsibility for supplying their meals and the childminder supplements these with a range of healthy snacks and drinks. The childminder's recognition of the importance of physical activity contributes to children's good health and daily opportunities are in place for them to enjoy fresh air and exercise. Whilst children are unable to use her garden, they regularly visit the local parks and recreational ground where they engage in physical activities and explore the natural environment. The children are constantly supervised and taught about safety matters as part of their everyday activities. This includes beginning to learn about road safety when out walking.

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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