

Inspection report for early years provision

Unique reference number	104742
Inspection date	17/12/2009
Inspector	Judith Harris
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1992. She lives in Bideford in North Devon with her husband and adult children. Children use all areas of the ground floor of the childminder's home and have access to the fully enclosed garden. A maximum of six children aged from birth to under eight years may attend the setting at any one time. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children attending who are within the early years age range. The childminder holds a level 2 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder clearly demonstrates a good in-depth knowledge of each child as an individual, which supports her to successfully ensure the children's learning and welfare needs are well met. Children's safety and security are well maintained both in the childminder's home and on regular outings to the local and wider areas. The childminder builds good supportive relationships with parents which are effective in ensuring she is able to develop a good understanding of the children's diverse needs. The developing use of self-evaluation and reflective practice support to the childminder to ensure she is driving the improvement of her service and continuing her professional development.

What steps need to be taken to improve provision further?

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

- promote respect and positive attitudes to diversity by encouraging children to talk with each other about similarities and differences, using props and stories about children who are both like them and different from them
- develop children's learning journey records to record information gathered about children's learning from their starting points in the setting, at home and in any other settings attended
- continue to develop systems for recording self-evaluation and reflective practise to ensure continuous improvement

The effectiveness of leadership and management of the early years provision

The childminder has well organised systems to ensure that all adults in her home have up-to-date checks and remain suitable, and that all un-checked visitors are properly identified and supervised. The childminder's safeguarding children procedures are in place and in line with the Local Safeguarding Children Board guidelines. A comprehensive range of risk assessments is effectively carried out on all areas in the childminder's home and for all outings with the children to ensure

that safety and security are maintained at all times. The emergency evacuation plans are in place and the childminder is careful to closely monitor the safe arrival and collection of all children in her care.

The childminder ensures that all required records and documentation are available and successfully provides a good range of information for the ongoing support of each individual child. All records are effectively shared with the parents, including any accident and medication records and daily information about activities and events. The childminder is positive about the inclusion of all children and works to ensure that children of all ages are provided with appropriate activities and experiences. The childminder makes good use of the wide range of resources and equipment she has and her flexible routines ensure that she is able to meet the diverse needs of the children in her care.

The childminder is developing her use of self-evaluation and reflective practice; she is able to accurately identify her strengths and weaknesses and to begin to put into place plans to support continuous improvement of her service. The childminder has successfully developed herself professionally by gaining an NVQ level 2 qualification and developing her understanding of the Early Years Foundation Stage. The childminder is committed to building good positive relationships with both parents and other provisions to support in gathering information for each individual child.

The quality and standards of the early years provision and outcomes for children

Children are happy, comfortable and exceptionally well settled in the relaxed atmosphere of the childminder's home. The children are carefully nurtured by the warm close relationships they have with the childminder which ensure that the children are confident and secure enough to develop good levels of independence. Children's individual learning and development is well supported by the in-depth knowledge that the childminder has of each child in her care. The childminder is able to describe in detail each child's interests and learning needs and she has a photographic record of the children's learning journeys. These are currently general records and not individual child records.

Children play in the open plan sitting and dining room where they have direct and safe access to a wide range of toys, equipment and resources that are suitable for their ages. Children make cards with the childminder; they use different materials and tools in this creative activity which they are clearly delighted with. The childminder encourages them to write on their own cards to help develop handwriting skills. Children learn about the natural world by helping the childminder in the garden with planting and digging up vegetables. They have access to some positive image resources to help them gain an understanding of the wider world, however activities are not currently extensive. Children have daily outdoor play in the childminder's garden and at parks and the beach. The evidence shows that children take part in a very wide range of activities and experiences that cover all the areas of learning and ensure children's individual learning needs are promoted. The childminder's interaction with the children is enthusiastic and

she uses lots of open questions and praise to help extend their learning and develop their language skills.

Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines. Children are offered a good range of healthy and balanced meals and snacks through good partnership with parents. The childminder takes information about any special dietary restrictions and works with parents to ensure children's individual dietary needs are met. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She is a very positive role model actively encouraging children to share and take turns, and to have respect for each other's feelings.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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