

Inspection report for early years provision

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Inspection date	01/12/2009
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.

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Description of the childminding

The childminder was registered in 1992. she lives with her husband who is also a registered childminder in Westward Ho! North Devon. Children have access to the ground floor of the childminder's home and the fully enclosed garden area. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children aged from birth to eight years may attend the setting at any one time when the childminder works alone. When working with the co-childminder a maximum of 12 children from birth to eight years may attend. They currently have six children attending who are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's in-depth knowledge of each individual child clearly supports him to successfully meet children's learning and welfare needs. The childminder carefully maintains a safe and secure environment for the children both in the home and on regular outings to all areas. The development of positive partnerships with parents and other settings is effectively supporting the childminder to meet the children's diverse needs. The positive use of self evaluation and reflective practice ensure that the childminder is successfully driving the improvement of the provision.

What steps need to be taken to improve provision further?

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

- further 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
- continue to develop systems for gathering information about children's individual learning and development at the setting, at home and at all other settings attended to provide information from starting points

The effectiveness of leadership and management of the early years provision

The childminders work together to ensure that they have well organised systems to ensure that all adults in the home have up to date checks and remain suitable. Clear systems are in place for identifying all visitors who are asked to sign the visitors register. All unchecked visitors are fully supervised. The childminders have good safeguarding children procedures in place which provide clear information 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 which ensures that children's safety and

security is carefully maintained at all times. The emergency evacuation plans are in place and regularly practiced with the children and the childminder is careful to closely monitor the safe arrival and collection of all children who attend the provision.

The childminder's consistent and well organised systems ensure that all required records and documentation are available and successfully provide all necessary information for the ongoing support of each individual child. The childminder is effective in sharing all relevant records with the parents, including any accident and medication records and daily information about activities and events. The childminder's positive attitude to inclusion of all children is well supported by the childminder's knowledge of each individual child. This ensures she is able to meet children's diverse needs equally and provide children with appropriate activities and experiences. The effective use of resources and the deployment of the childminder's and co-childminder's time is successfully supporting them in ensuring children's individual daily routines are well met.

The childminder works closely with the co-childminder to make very effective use of self-evaluation and reflective practice. This ensures that they are able to accurately identify the strengths and weaknesses in the provision and develop clear plans to drive the continuous improvement. The childminder demonstrates a very high commitment to continuing her own professional development by attending training and workshops and developing her understanding of the Early Years Foundation Stage. The childminder builds good positive relationships with both parents and other provisions. She provides daily written records for parents and ongoing records of children's learning journeys. The childminder ensures she has information about what children are taking part in at pre-school to ensure she is able to support children's activities in other settings.

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

Children are happy, confident and well settled in the comfortable and 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 feel secure. The clear in-depth knowledge that the childminder has of each child in her care ensures she is able to support and promote individual learning and development needs. The childminder is beginning to make effective use of the individual learning journey information she gathers to build a complete picture of each child.

Children play in the conservatory where they have direct and safe access to a wide range of toys, equipment and resources that are suitable for their ages. Children play with the shape sorter and cause and effect toys. Evidence shows that children take part in a very wide range of activities and experiences that help them to gain a knowledge and understanding of the world around them and the children go to local groups where they have had visits from the lollipop man teaching road safety and the local Morris dancers. Children have some activities that support them to learn about the wider world, evidence shows they have looked at people from

different cultures through a hairdressing activity. Children have art and craft activities that allow them to experiment with different materials and to be creative and outdoor play in the childminder's garden and local area.

The childminder is skilful in supporting children of different ages, ensuring that children have age appropriate activities and experiences. The childminder makes very good use of her interaction with the children, she talks to them while they play, describing what they are doing and naming the shapes in the shape sorter. She uses open questions and lots of praise to help extend their learning and develop their language skills. Children are reading with the childminder which they clearly delight in the story. The childminder is enthusiastically embracing the Early Years Foundation Stage and beginning to develop good skills for observing and assessing children's learning. Each child has a learning journey record which contains photographs of the children at play with links to the learning that is taking place and the early learning goals and a scrap book that contains examples of their work. The childminder uses all the information she collects to effectively support her to meet each child's learning needs and provide activities in line with individual interests.

Children are carefully supported to learn good basic hygiene skills through the use of good hygiene routines. Children are offered a good range of healthy and balanced meals and snacks. To encourage and support healthy eating, children have been visiting the allotment to help with growing and picking the vegetables. The childminder takes information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs and preferences are met. The childminder uses good positive strategies to support children's behaviour. Children are actively encouraged to share and take turns and the childminder ensures that all behaviour is age appropriate and effectively supports children to develop good skills for self control.

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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