

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. He lives with his wife 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. 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. There are currently 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 demonstrates a good clear knowledge of each child which ensures she is able to support and promote individual learning and welfare needs. Children's safety and security are very well maintained in the childminder's home and on all outings to the local and wider area. Good positive partnerships are developed with parents and other settings to effectively support children's individual needs. The positive use of self-evaluation and reflective practice ensures that the childminder is continuing to effectively develop and improve the provision.

What steps need to be taken to improve provision further?

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

- continue to 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 further the 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. Safeguarding children procedures in place and provide good clear information in line with the Local Safeguarding Children Board guidelines the childminder has devised and completed a comprehensive range of risk assessments to maintain safety in all areas of the home and for all outings with the children. The emergency evacuation plans are in place and regularly practised with the children and children are supported to learn good road safety practise. The safe arrival and collection of all children is carefully

supervised.

The 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. There are effective systems for ensuring that all relevant records are shared with the parents. This includes any accident and medication records and daily information about activities and events. The childminder clearly has a good understanding of the diverse learning and welfare needs of each child which ensures he is able to meet their needs and support the inclusion of all children. 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 use of self-evaluation and reflective practice is enabling the childminders to assess the strengths and weaknesses of the provision and develop achievable plans to successfully support continuous improvement. The childminder demonstrates a high level of commitment to development by attending training and workshops and developing children's learning journey records in line with the Early Years Foundation Stage (EYFS). The childminder has positive relationships with parents which are supported through daily exchanges of information. The partnerships with other provisions that children attend ensures that the childminder is able to build a clearer picture of each child.

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

Children are happy, confident and well settled in the comfort of the childminder's home. The children are clearly well supported by the caring relationships they have with the childminder ensuring they are confident and feel secure. Children's individual learning and development is well supported by the knowledge that the childminder has of each child in his care. The development of children's learning journey records supports the childminder to observe and assess children's progress and record achievements.

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 toy work bench and the childminder talks with them while they play naming the tools whilst supporting the children to use them. 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. 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 different celebrations of festivals. Children have art and craft activities that allow them to experiment with different materials and to be creative.

Through good deployment of their time the childminder and co-childminder are effective in supporting children of different ages. The childminder's interaction with the children is enthusiastic using lots of praise and talking with the children at play

to help extend their language skills. The childminder is enthusiastically embracing the and beginning to develop skills for observation and assessments. Each child has a learning journey records 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 collected for each child to support him to meet each child's need equally and ensuring that children are all provided with age appropriate activities.

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 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. He actively encourages children to share and take turns and 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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