

Inspection report for early years provision

Unique reference number	EY395804
Inspection date	01/02/2010
Inspector	Linda Dawe
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 lives in a two bedroom house in a cul-de-sac in Paignton, Devon. She shares the property with her partner and their young child. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for up to five children under eight years; two of whom can be in the early years age range. The childminder currently has two children on roll, both within the early years age range. All areas of the house is used for childminding. The dwelling is a short walk from schools, pre-schools and parks and there is secure outside play space. There are no family pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good knowledge of the individual needs of all the children currently in her care, which enables her to promote their welfare and learning. Children play happily in a safe and secure environment. The childminder has good partnerships with each child's parents, which is significant in making sure that their needs are met. The childminder is aware of the areas that she needs to develop and takes positive steps to improve her practice to benefit the children's care and learning.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 12/02/2010

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

- develop the observation system in place to provide evidence to identify the next steps in children's learning and development
- improve children's safety by having a clear registration system that shows which children are present at any one time should evacuation be necessary
- provide formal evidence that the risk assessment is regularly reviewed

The effectiveness of leadership and management of the early years provision

The childminder is a qualified nursery nurse who uses her knowledge and experience to provide children with valuable learning experiences appropriate to their age and stage of development. She is committed to improving her skills and is currently undertaking an Early Years Foundation Degree to improve her practice.

She observes children in their play to ensure that they are achieving their expected milestones although her written and photographic assessments are not yet fully comprehensive and this is an area for her to develop.

The childminder has carried out a detailed risk assessment to ensure children are able to play safely both in and out of her home and although she reviews this in practice regularly her records do not make this evident. Her current system for registering children's attendance individually means that it is not clear which children are present at any one time should an emergency evacuation be necessary although the records fully meet the specific legal requirement. The childminder makes good use of the different areas of her home and the local environment to provide children with a wide variety of valuable learning experiences. She has very clear procedures in place to safeguard children should it be necessary to do so and is confident to put those procedures in place.

The childminder has built good partnerships with the parents of the children she cares for and seeks their views regularly on the service she provides. There is a good regular exchange of information to enable her to meet children's individual needs, for example, with parents telling her if their child hasn't slept very well the night before. Each child's learning journey provides a useful picture for parents to see of their child's progress and achievements. The childminder also works closely with other childminder's and nurseries that the children attend to ensure continuity of care.

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

Children are clearly happy and relaxed in the childminder's care. They display a strong sense of security as they snuggle into her lap and fall asleep. The childminder's calm and gentle manner has a positive effect on children and there is an overall feeling of calm in the house. Photographs in the children's individual learning journey shows them enjoying a wide range of activities that cover all of their areas of learning and development. The childminder uses children's interests to plan activities for them resulting in them being interested and engaged in their play. Children's speech is encouraged as the childminder talks to them clearly, repeating words and praising children when they respond. This also builds children's confidence and positive self-esteem. Children enjoy looking at books and can choose from a wide range available. They also enjoy regular trips to the library where they also have fun in the rhythm and rhyme sessions. Being read to provides them with the knowledge that print carries meaning.

Young children take pride in their achievements, for example, expressing delight when they successfully put a piece of puzzle into an inset board. Children are taught to be caring towards each other by sharing toys when they play together. They learn good social skills when they are taken to groups where they have to play with children that they don't know. Trips out to places such as the local seabird centre, the zoo and parks provide children with valuable learning experiences and regular access to fresh air and exercise to benefit their overall health. The childminder's garden provides additional opportunity for physical play

and is used on a regular basis. The childminder regularly cleans her toys and equipment and has good hygiene practices to ensure children play in a healthy environment. When children showed an interest in the childminder's teeth cleaning she used this to teach them about oral hygiene and has arranged a visit to the local dentist.

Children learn how to keep themselves safe as the childminder is proactive in teaching them how to cross the road safely and has changed her walking route to go past the police station, which has stimulated questions from the children about the role of the police. They develop their creativity as they explore mediums such as paint and play dough and can use tools such as rollers and brushes with increasing confidence. The childminder knows the children in her care well and uses this knowledge to prepare for their next steps of learning. She is currently developing her systems for recording their achievements, which, alongside her other documentation such as medication and accident records, will provide strong written evidence that their care and learning needs are being fully met.

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