

Inspection report for early years provision

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Inspection date	20/05/2010
Inspector	Sally Hall
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 has been registered since 2009. She lives with her partner and young son in a cottage in the St. Marychurch area of Torquay. They are within easy walking distance of the local shops, pre-schools and schools. Children are mainly minded on the ground floor with access to a secure patio.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register to care for five children under eight years of age; of whom two may be in the early years age range. When working with an assistant, she may care for three children in the early years range. She is currently caring for three children at various times of the week, all of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure understanding of implementing the Early Years Foundation Stage. She provides an enabling environment to support children's learning and to meet their welfare requirements. Children are safe and have a broad range of play opportunities and regular outings. The childminder has a good rapport with parents and keeps them well informed on a daily basis of how their child has been and to ensure consistency of care. She has completed her own self-evaluation and identified areas for her own development and to support her practice. Her capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to learn problem solving, reasoning and numeracy in a broad range of contexts, in which they can explore and develop their understanding.

The effectiveness of leadership and management of the early years provision

The childminder is very well organised and enthusiastic. She organises the day well to meet the times children are in her care to give them a wide range of play opportunities. Good hygiene is promoted in the home and with the children. They are safe and secure in the home due to the sensible precautions taken to minimise any potential hazards. Regular risk assessments are carried out. The childminder is vigilant in checking the home daily to ensure there are no potential hazards. Children have the opportunity of free-flow play while being supervised well at all times. The childminder has undertaken training to increase her knowledge and has a commitment to ongoing training. She uses various teaching methods to support

children to learn such as Schemers. She has a secure understanding of safeguarding children and is clear about the procedures to follow in the event of a child protection concern.

Children have a very good range of toys and resources which are all in good condition and checked and washed regularly. The toys and resources are rotated to provide children with a variety of play opportunities. The childminder interacts very well with the children giving them opportunities for child-led activities, as well as planned activities to support their individual interests and to raise their awareness of diversity.

The childminder has a good relationship with parents and keeps them well informed on a daily basis and has received very positive feedback from parents regarding the care she provides. She liaises with other settings that children attend; this ensures consistency of care. Observations and assessments are well recorded in children's Learning Journeys to support her planning and to monitor the progress children are making to support their next stage of development.

The childminder has completed her own self-evaluation and has a clear vision to drive improvement and to enhance the learning environment for children. Documentation is well recorded to support children's care, including contracts, and parental consent has been obtained to seek medical advice or treatment in an emergency. Policies and procedures are in place to share with parents. The childminder ensures confidentiality with children's records.

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

Children are very happy and secure with the childminder. They are eager to learn and confident to say what they would like to do. They concentrate well at their chosen task. Their language development is encouraged and they are keen conversationalists wanting to talk about what they are doing and making, such as when they manipulate clay and play with foam. They enjoy stories and will comment on the pictures and select books for the childminder to read to them. They enjoy sitting in the tent in the lounge with the childminder as they listen.

Children learn about healthy eating through discussion at meal times. The childminder provides a healthy balanced diet for the children. They have good hygiene routines to learn about self-care from a young age. They have regular physical exercise and daily walks and visits to local parks. They learn about keeping themselves safe, for example, the 'Green Cross Code'. Children are extremely confident and have a very good relationship with the childminder and eagerly engage her and her partner in their play. The childminder is consistent in dealing with behaviour management; she has attended training and uses good strategies to promote positive behaviour. Children learn to share, take turns and learn good social skills. They have regular opportunities to socialise with other children attending local groups and other childminder's homes.

Children have a well stocked cupboard that they can access independently with

arts and craft materials. They collect items when out walking such as drift wood from the beach. Children enjoy playing with technology toys and know to turn them off when they have finished playing with them. The childminder is developing a wider range of opportunities to extend problem solving to build on what children know and can do easily and to develop their understanding of early maths.

Children learn about the local community and the wider world. They have visits to places of interest, learn about the changing seasons and celebrate festivals throughout the year. They learn skills for the future such as recycling and know to put their yoghurt pots in the washing up bowl when they have finished so they can be cleaned for junk modelling. Children have access to a safe patio area and although small, it is well resourced and set up with equipment to extend their learning and be an exciting place to play and to learn about nature. They have a wormery in the garden for their compost, grow their own herbs and plant bulbs. They talk about what they see as they play, for example, the snails and the birds.

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	1
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