

## Inspection report for early years provision

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<b>Unique reference number</b>	EY374137
<b>Inspection date</b>	19/02/2010
<b>Inspector</b>	Sally Hall
<b>Type of setting</b>	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 registered in 2007. She lives with her husband and their two children in Torquay, within walking distance of local pre-schools and schools. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for five children under the age of eight years, of whom two may be in the early years age group. She is currently minding three children who are all in the early years age group. The whole house is used when minding. Children mainly play downstairs, with access to the secure garden. The family has one rabbit.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are extremely happy and secure. The childminder provides an enabling environment for children to learn. She is confident in using the Early Years Foundation Stage (EYFS) to provide a broad range of play opportunities to support children's learning. She promotes children's positive contribution and ensures they are safeguarded extremely well. The childminder liaises very well with parents and other settings children attend to ensure consistency of care. She has started to develop an effective system of self-evaluation to identify areas for her own development and to enhance her provision. 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:

- continue to develop the use of observations and assessments to support children's next steps of learning.

## **The effectiveness of leadership and management of the early years provision**

The childminder is very confident and provides a very welcoming environment for children to play safely. She has undertaken various courses to increase her knowledge to support children's learning and welfare and has a commitment to undertake further training. The childminder has a secure knowledge of what to do in the event of a child protection concern. She has completed her own risk assessments and taken very good safety precautions in the home to minimise any hazards. Children are supervised very well at all times. Good procedures are in place in the event of an emergency within the home and the fire drill procedure is regularly practised with the children to ensure they know what to do. Children have access to a very good range of toys and resources that are all in good condition and rotated to provide variety and support their individual interests. The childminder has a secure understanding of inclusion and ensures that all children

are treated equally. She raises children's awareness of diversity through discussions and play opportunities.

Partnership with parents is good. The childminder shares information on a daily basis with parents on how their child has been and the progress their child is making to enable them to support their child's learning at home. Children have their own daily diary which parents also write comments in. Parents are encouraged to look at their child's personal learning journey which includes the childminder's observations and assessments and some of their child's work and photographs of the children playing. Parents' wishes are respected. The childminder has good systems in place to liaise with other settings children attend to share information on their progress and to pass messages on to parents from school.

The childminder has comprehensive documentation in place to support children's care. Good systems are in place before children start to ensure the childminder knows children's routines, their likes and dislikes. Contracts are completed with parents and consents obtained to seek medical advice or treatment in an emergency. Policies and procedures are shared with parents to keep them well informed of her practice. She maintains confidentiality with children's records. The childminder has started to evaluate her practice through her own self-evaluation to identify areas to enhance her provision and the learning environment for children.

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

Children are extremely happy and secure with the childminder who they eagerly involve in their play. The childminder provides a good balance of child-led and adult-led activities. She uses teaching methods such as Schemers approach to support children's learning. She knows children's individual interests and plans around this. For example, one child likes mud and footballs. The childminder ensures balls are easily accessible at all times. She is using her observations and assessments to support her planning and to build around children's individual interests. However, these are still being developed to support children's next steps of learning and to build on what they know and can do easily.

Children's language and literacy is encouraged very well to enable them to be skilful communicators. They are encouraged to learn their phonics and have access to mark making materials. They are encouraged to say what they want to do and talk about their family. Children have access to a good range of books and enjoy stories. They have the opportunity to socialise with other children attending local groups. They learn about their local community and the wider world through regular visits to places of interest and have regular visits to the park. They enjoy looking out of the window to watch the family rabbit and look for the neighbour's cat. Children's interest of animals is encouraged to support their learning and language. They comment on the different animals they see on the television and when looking at books, talking about what the animals look like, the sounds they make and the environment they live in. For example, watching a hippopotamus in mud, which one child loves to play in. The childminder encourages the children to

recall what they have been doing when they have been playing outside and how they played in the mud. Children learn about the importance of self-care from a young age and quickly become independent. They have healthy meals provided and a varied diet. They enjoy their food and will ask for more. They learn about healthy eating at meals times and say which is their favourite fruits and talk about the different sizes.

Children learn problem solving and count in everyday situations. For example, they count how many stairs as they go to the bathroom and how many pieces of fruit at snack time. Children enjoy role play and have a good range of dressing up clothes to select to support their play. They learn to share, take turns and learn good social skills. They learn the importance of keeping themselves and each other safe as they play. For example, to be careful when throwing balls and road safety when out walking. They have a range of craft opportunities. They enjoy going to the beach to find items to make pictures with, and using recyclable materials. They are encouraged to make items to take home such as rain shakers. They enjoy manipulating play dough and talk about the smell and the colours and experiment with paints seeing the different colours they can make.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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