

Inspection report for early years provision

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| Unique reference number | EY346698 |
| Inspection date | 21/04/2010 |
| Inspector | Sara Jane Frost |

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| 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2007. She lives with her partner, who at times is employed as her assistant and four children aged 15, 11, 10 years and a nine month old. Their home is situated in the town of Tavistock, within walking distance of local amenities. The whole of the house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding six children in the early years age range. She also offers care to children aged over five years to 12 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local schools. She holds a National Vocational Qualification (NVQ3), in Early Years Care and Education. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle extremely well in the care of childminder. The childminder's effective partnership with parents and thorough initial information gathering promotes an inclusive practice and enables the childminder to be fully conversant to ensure each child's individual needs are very well met. She has addressed all the recommendations raised at her last inspection, and monitors her practice to identify areas for future development in order to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the safeguarding policy to ensure the procedure to follow in the event of an allegation being made includes all members of the household
- ensure policies used accurately reflect the provision

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a secure understanding of recognising signs and symptoms of abuse. She has a written safeguarding policy which is shared with parents and is clear about the action she would take if she had any concerns regarding the children in her care. However, this and other written policies lack some up to date detail and some information is not relevant to her provision. Children are protected as all adults living in the childminder's home

have completed relevant checks and identification is inspected by the childminder of any unknown visitors prior to being allowed into her premises. Written risk assessments have been developed within her home environment and for taking children on outings. Records show fire equipment is regularly checked and fire drills have been conducted with all children, the childminder maintains clear records of all practices and uses this to evaluate and identify areas which may improve the evacuation process to keep children safe.

Children are able to access a range of good quality resources, which are stored to provide children with easy access and choice in their play. The childminder ensures activities and resources are readily available and waiting when children arrive, both for indoor and outdoor activities. The range of planned activities incorporates a variety of physical play such as soft play, trips to the local woods and adventure parks. Good support is provided by the childminder to enable all children to undertake any planned activity.

The childminder has completed the Ofsted self-evaluation form and regularly revisits the documentation to update. She has taken steps to improve the service and identifies further areas for improvement. For instance, the recommendations from the last inspection have been fully implemented to improve children's safety when accessing the garden and more resources have been obtained to develop children's understanding of diversity. The childminder has attended various training courses to gain a better understanding of implementing the Early Years Foundation Stage in relation to children's individual progress and planning. She has begun to record children's observations and assessments; however, this is in the early stages of development. Her commitment to improve is further enhanced by her desire to become accredited.

The childminder has developed strong working relationship with parents, a range of communication systems are used to meet individual family needs, such as a daily diary, discussions and informal feedback. The development of parental questionnaires enables the childminder to develop the services she offers to ensure it meets the needs of the families she cares for. Effective links with other providers ensure individual children's needs and continuity of care are met.

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

Children are clearly comfortable and confident in their surroundings even though they have been with the childminder for a very short period of time. They are looked after in a caring family environment in which they feel secure to investigate their surroundings. There is ample space to move around and make choices from the range of toys and play materials. Children are well supported by the childminder in their play and are able to make their own choices and decisions. A well thought through settling in process enables the childminder to gain an insight to each child's individual needs, interests and provide children with a reassuring stable environment. The childminder has introduced systems to observe and assess children's development. She obtains clear information such as children's routines and preferences from parents; she makes additional initial observations when children first start to gain an insight in their interests and capabilities as they

play. This information is then used as starting points for her planning of activities in all six areas of learning.

Children benefit from the positive interaction they have begun to build with the childminder. There is a good balance of child-centred and adult led activities. They are confident to choose their own resources and the childminder, at times, suggests other activities they might enjoy. They sit together to play and the childminder asks open-ended questions to support the children in contributing their own ideas. For example, considering any animals that might be orange, sparks off some imaginative thinking. Children's communication skills are well fostered, resulting in some nice interactions between themselves and the childminder. Children gain an understanding of the wider world through everyday play, or through planned activities where they are introduced to various festival and celebrations throughout the year.

Children have access to fresh air on a daily basis as they walk with the childminder to school. In addition the well-equipped outdoor area is a current firm favourite with resources ranging from tunnels, various ride on toys and equipment to encourage children to develop new skills, such as learning to use a scooter. Children's co-ordination skills are further promoted as they are actively encouraged to put on their outdoor shoes and sealing the Velcro straps. Their self-esteem is further fostered by the praise and encouragement children receive following such an achievement.

Children's health is well-promoted as there are established hygiene routines which they are encouraged to follow. Children are encouraged to adopt healthy lifestyles. They receive a variety of nutritious snacks, such as fresh fruit and raisins. Children's fluid levels are well maintained as they are regularly offered a drink. The spread of infection is well managed as good hygiene procedures are in place and are promoted with children, for example, hands are routinely washed before eating food.

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

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| 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

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| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met