

Inspection report for early years provision

Unique reference number	EY406114
Inspection date	25/05/2010
Inspector	Sally Hall

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2010. She lives with her two children, both of whom are at school, in a semi-detached three-storey house with a secure patio area in Torquay. Children are mainly minded on the first floor.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for six children under the age of eight years, three of whom may be in the early years age range. She is currently caring for six children at various times of the week, of whom three are in the early years age range. The family have goldfish.

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 to support children's learning and to meet their welfare requirements. Children play in a very safe and caring environment. The childminder has a good relationship with parents. She keeps them well informed on a daily basis of how their child has been and the progress they are making. She reflects on her practice through her own self-evaluation, has identified areas for her own development and has a commitment to undertake further training. She demonstrates a secure capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the observations to cover all areas of learning and make it clearer what the next steps are to promote appropriate challenge.

The effectiveness of leadership and management of the early years provision

The childminder organises the day to meet children's individual needs and routines. Children are very happy, safe and secure in the home. They are supervised well at all times. The childminder has taken sensible safety precautions in the home to minimise any potential hazards. She is vigilant in checking the home prior to children's arrival and undertakes regular risk assessments to ensure children are safe in the home and on outings. Regular fire drills are conducted to ensure children know what to do in the event of an emergency. She has a secure understanding of safeguarding children and is clear about what to do in the event of a child protection concern. Good hygiene is promoted in the home and children learn about self-care from a young age. The childminder knows the children's likes and dislikes and ensures that they are all treated equally to provide a fully inclusive provision. She raises their awareness of diversity through play opportunities and

visits to places of interest. Children have access to a good range of toys and resources that are easily accessible.

Parents are kept well informed of how their child has been through daily discussion and documentation. The childminder completes observations and assessments to support children's learning and shares these with parents to enable them to support their child's learning at home and other settings that they may attend. Parents are encouraged to contribute to their child's Learning Journey and to supply family photographs. However, the observations recorded do not fully reflect all the areas of learning that she covers or show clearly how she will support children's next steps to provide them with appropriate challenge. Information is displayed for parents, including her certificates. She liaises with other childminders, welcomes the support from the local authority and regularly attends local groups giving the children the opportunity to socialise with other children. The childminder has received positive feedback from parents valuing the care she provides. Good arrangements are in place for children new to the setting to ensure they settle well. The childminder is very sensitive to make the separation from parents as easy as possible for the children. She encourages parents to telephone if they wish and children have a familiar routine to ensure consistency of care.

Documentation is well recorded to support children's care including parental consent to seek medical advice or treatment in an emergency. She has the required documentation to record accidents and existing injuries. Contracts are completed with parents and written policies and procedures are shared so parents are clearly aware of her practice. The childminder has identified, through her own self-evaluation, areas that she wants to develop to enhance the learning environment for children and for her own personal development. Her reflective practice contributes to her driving ambition to provide quality child care.

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

Children are very happy and interact well with each other and the childminder. They are familiar with the daily routine and have their own routine on arrival. For example, one child likes to feed the fish as soon as he arrives. The childminder has a secure understanding of children's different stages of development. She ensures siblings have equal attention and are able to play independently as well as in group activities. She provides children with a balance of adult-led and child-led activities and promotes role play. This provides children with a range of play opportunities to support their learning. The childminder encourages children with phonics and has a secure understanding of supporting children in this area to enable them to learn that print carries meaning. Their language is encouraged and they readily select books to look at and enjoy listening to stories. Children learn about their local community and have regular visits to places of interest. They visit local parks to promote their physical development and attend the library for song groups.

Children learn about problem solving by making puzzles and playing games. They learn colours and numbers in naturally occurring situations throughout the day,

such as snack time, counting the plates and saying which colour they would like. Children enjoy healthy snacks which are well presented to look inviting. They have fresh air daily and learn about keeping themselves safe when out walking. They learn about volume by playing with water and sand and concentrate as they watch the sand disperse in the water. They are learning skills for the future as they are encouraged to share, take turns and be thoughtful and kind to each other. Positive behaviour is promoted well. Children respond to instructions and the childminder gives them consistent praise and encouragement. They are confident to talk to visitors and to express themselves, for example, they will say what they want to do and will tell the childminder if they are hungry.

Children enjoy playing with cars and trains and spend time lining them up and playing with the garage. Younger children follow by example and enjoy the interaction learning how the garage works and parking the cars and trains. They have access to a chalk board to support mark making opportunities as they play.

The childminder sits with the children as they play and learn, encouraging them to complete chosen tasks. They enjoy group activities such as playing skittles on the patio which enables them to learn and take turns and the concept of winning and losing. Children learn to give each other space as they play. Children have opportunities to be creative, manipulating play dough, sponge painting, and finding resources when out walking such as leaves to make pictures with. The childminder has a sensitive caring approach to the children and ensures she meets their individual needs.

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

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