

Inspection report for early years provision

Unique reference number	EY403247
Inspection date	14/07/2010
Inspector	Jacqueline Allen
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 registered in 2009. She lives with her husband and two children aged five and three years in the village of Bradninch, in Devon. Children have access to the whole house, where there are toilet facilities on both floors. Children generally sleep on the first floor. There is an enclosed rear garden for outside play. The family have one cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under the age of eight years, two of whom may be in the early years range. There are currently eight children on roll of whom seven are all within the early years age range. The childminder is also registered to provide overnight care for up to two children under the age of eight years. The childminder is working towards the Diploma in Home Based Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a real commitment to improving the outcomes for children through the extensive amount of training she has completed since registration. This benefits children's welfare, learning and development. Through self-evaluation she has identified some areas for further improvement. Children are very happy and confident as they actively engage in a wide range of activities and independently access good quality resources. Partnerships with parents and other settings ensure a two-way flow of communication which supports children's learning and enables consistency of care.

What steps need to be taken to improve provision further?

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

- promote good hygiene and limit the risk of cross infection through the use of disposable gloves when nappy changing
- ensure children's medication needs are clearly recorded.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given excellent priority by the childminder, which ensures they are well protected. She has attended level 2 safeguarding training as well as additional training on sharing sensitive information. There is a comprehensive policy to refer to, which includes the procedure to follow if allegations are made against herself or family members, as well as up-to-date contact numbers. The childminder ensures the premises are secure and routinely records the attendance times and reason for visitors. Risk assessments show her good knowledge of

identifying potential risks and taking the appropriate steps to reduce these, both within the home environment and when on outings. Children's minor accidents are clearly recorded and shared with parents. However, sometimes children's medication needs lack clarity, to ensure the appropriate dose is given. The childminder has a clear policy on how she will manage emergency situations.

The childminder is evaluating her practice, which she finds useful. She has sought information from parents and made changes through observing children. She shows her commitment to continually improve the outcomes for children through the range of training she has attended since registration, which includes food safety, making food fun and baby massage. She has identified clear areas for further improvement, such as, learning sign language and accessing training to support children with additional needs.

Children have full access to an exciting range of excellent quality, age appropriate resources both inside and outdoors, which promote equality and diversity. For example, the childminder noticed that the boys were not as keen on role play so purchased a garage and tyre centre resource which all children use with their cars to put air in their tyres and fill up with petrol. She has also purchased some additional ethnic dolls to increase children's awareness of diversity. The childminder is attentive to all children's individual needs and routinely communicates with parents and seeks additional training in order to fully support children in their development and learning.

She uses a daily diary as a means of two-way communication between herself and parents as well as regular ongoing discussions. She regularly asks parents to complete an evaluation form on her provision, and as a result of this now includes more photographs in the daily diary as parents like to see what their children have been doing. A parents information board is displayed in the hallway, regular newsletters sent out and children's learning journey shared with them at the end of each term, when their next steps are discussed. Parental consent has been obtained to share information with the local reception teachers. Good links are already being forged with the local playgroup where some children will attend in the future, who have invited her to attend training with them.

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

Children are very happy and confident in the childminder's care. They are fully engaged and interested to access resources independently, as they move freely to explore the environment. Babies use safe, low-level furniture to pull themselves up and walk around as they practise their gross motor skills. Children look at books on their own and with support from the childminder. They enjoy the challenge of pegging socks onto the small play washing line, and watch inquisitively to determine how the electronic scribbler wipes away their mark making. Children routinely name letters and are encouraged by the childminder to also link the letter sounds, which ensures they are developing skills for the future. The childminder skilfully supports different ages of children to use the electronic shape sorter, as she encourages turn taking and role models what to do as well as communicating clearly. Planned activities are linked to children's interests and initially based on

what parents complete in the 'all about me' book, when they start. Photographs, observations and children's work build a wonderful picture of children's learning. Children have visited the local airport and boarded a plane to have a look around, built sandcastles on the beach, made a house picture from sticks, searched for mini beasts, baked cakes, been involved in planting and explored their senses by making a dark room and using a wide variety of light toys. The childminder monitors the children's records to ensure there are no gaps and meets with parents each term to discuss their progress and identify the next steps in their learning. This ensures that children are making good progress towards the early learning goals.

Children are learning to keep themselves safe as they regularly practise the emergency evacuation procedures, which increases their awareness of what to do in these situations. Sleeping children are regularly checked by the vigilant childminder and high priority is given to keeping children safe on outings. Separate risk assessments are implemented, as required, to ensure all necessary steps are considered in order to keep children safe. Children are routinely encouraged to wash their hands before eating and after toileting. However, although the childminder washes her hands after changing nappies, she does not use disposable gloves to further prevent the risk of cross infection. Children are offered a wide variety of healthy options at snack time, such as, banana, grapes, strawberries and breadsticks and have daily opportunities to be active and spend time in the fresh air. For example, children play outside in the garden, go on local walks and to the woods, visit the park and attend movement sessions at the local children's centre. The childminder talks knowledgeably about children's individual needs and ensures that daily routines support these. She consistently praises and encourages children's curiosity, interests and attempts, which raises their self-esteem and makes them feel proud of their achievements. Children are encouraged to be considerate of younger children's needs which promotes a loving, caring ethos.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

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

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	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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