

Inspection report for early years provision

Unique reference number	104606
Inspection date	04/10/2010
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 lives in a terraced property on the outskirts of Newton Abbot in Devon, with her husband and two children. She was registered as a childminder in 1993. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for six children under 8 years of age. She is currently caring for 11 children, of these five children are in the early years age range. The ground floor of the house is mainly used for childminding activities. Children have access to the front garden and a well equipped playroom. The family have two dogs, a cat, a hamster and a rabbit. They are within walking distance of local pre-schools, schools and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a secure understanding of the Early Years Foundation Stage. She provides a very caring environment to support children's learning and their emotional well-being. Children are safe and secure and have regular outings. The childminder has good relationships with parents, and liaises with other settings that children attend. She has started to develop her own self-evaluation to reflect her practice and to identify her own areas for development. 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 show identified next steps for children's progress which can then be measured against their achievements
- continue to develop your own self-evaluation to identify areas for your own development.

The effectiveness of leadership and management of the early years provision

The childminder is well organised and prepares well for children's arrival. Children are extremely happy and have a good rapport with the childminder who presents herself as a positive role model. Sensible safety precautions have been taken in the home to minimise any potential hazards and children are supervised well at all times. The childminder has a secure understanding of what to do in the event of a child protection concern and has undertaken training. Risk assessments have been completed in the home and for outings and are regularly reviewed. The childminder also completes daily checks of the home prior to children's arrival.

Children have a very well resourced playroom with a very good range of toys to choose from that are in very good condition and easily accessible.

The childminder has a good relationship with parents and ensures their wishes are respected and provides consistency of care. Information is shared daily with parents on how their child has been and what they have been doing. She discusses their progress to enable parents to support their child's learning at home. The childminder has developed good links with other settings that children attend, sharing information on their progress. This supports their learning and development whilst in her care. The childminder is developing her observations and assessments to monitor children's progress and to fully support them in their next steps of learning and to monitor their achievements. The childminder follows good procedures when settling new children and ensures parents are well informed of her practice. She has an informative folder for parents which include all her policies. Contracts are completed with parents and all the required documentation is in place to meet the legal requirements and support children's care. The childminder will send text messages to parents to reassure them that their child has settled, she ensures confidentiality is maintained with children's records.

The childminder presents herself as a very caring person who is very committed to providing quality care and consistency for the children who have been with her from a young age and are treated as part of the family. The childminder ensures she keeps up to date with current legislation and renews her first aid certificate. She has started her own self-evaluation to identify areas for her own development and has a strong commitment to the children in her care. She is delighted as she sees children making progress and learning new skills.

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

Children are very happy and secure with the childminder. They are very confident and keen to show and talk about what they are doing. The childminder interacts very well with the children giving them ideas but also encouraging them to use their own imagination. Children have a broad range of play opportunities to support their learning. The childminder plans activities but also encourages children to make their own games and to enjoy role play. Children enjoy playing shops and will recall what they see and hear at the supermarket, such as whether you pay by cash or by card. They have access to a good range of resources to support their play and will recall activities they have previously done. For example, what they have grown in the garden. Children enjoy collecting items for activities such as leaves for their autumn display when out walking and enjoy looking at photographs of themselves and their friends from previous events and outings. For example, visits to the Living Coast and the zoo.

Children's language is encouraged and they are keen conversationalists and actively join in conversations. Their phonics are encouraged and the childminder has a secure understanding of children's different stages of development and has a very sensitive understanding of supporting children with specific needs. Children

behave very well. They listen well to instructions and have the 'Golden Rules' displayed. They are reminded of the importance to say 'please' and 'thank you' and learn good social skills at meal times.

Children have regular outings to places of interest and enjoy visits to local parks and to take the family dogs for a walk. They enjoy being involved in the family's interests such as going to see their horse. They learn to care for the family pets whilst being reminded to take care of themselves and to keep themselves safe. Children learn about the importance of healthy eating at meal times and through planned activities. The childminder is flexible with meal arrangements. Parents mainly supply meals. However, she will supplement as necessary. The children have themes planned throughout the year and the mantelpiece is used for displays which children are encouraged to bring items in from home to add to the display. Children learn about the wider world through celebrating festivals throughout the year. They talk about the changing seasons and the weather and enjoy growing items and visiting the supermarket to purchase items for their cooking activities.

Children are prepared well for changes in their lives such as the transition to nursery and school. The childminder takes and collects children from the local school and feels that this gives the younger children the opportunity to become familiar with what will be their new surroundings. Children have access to mark making materials and a good range of books. They learn problem solving in daily events through games and counting items in the room. They enjoy a range of craft activities.

The childminder knows the children's likes and dislikes and their individual interests to support their learning. Children learn from each other and the younger children interact well with the older children after school. The childminder promotes positive behaviour very well. The children receive plenty of praise, encouragement and reassurance. They are confident to tell you their own achievements for example, learning the letters of their name.

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	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

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