

## Inspection report for early years provision

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<b>Unique reference number</b>	EY331390
<b>Inspection date</b>	13/10/2010
<b>Inspector</b>	Sarah Wignall
<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.

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 2006. She lives with her partner and three children aged 10, 16 and 19 in the city of Plymouth in Devon. Children use all ground floor areas of the childminder's home. Bathroom facilities are located on the first floor. The family have two dogs. The setting is open each weekday from 8.00am until 6.00pm all year round. A maximum of six children aged from birth to eight years may attend the setting at any one time, of these, not more than three may be in the early years age group.

There are currently four children attending who are within the Early Years Foundation Stage. Most live locally and some also attend other early years settings. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

The childminder has established positive relationships with children and demonstrates a suitable awareness of their individual needs. She provides a sufficient range of activities that help them make satisfactory progress. She provides a safe and secure home environment. The childminder has not yet begun to use self-evaluation as a way to reflect on her strengths and identify areas for development.

## **What steps need to be taken to improve provision further?**

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

- update the record of risk assessment to include any assessment of risks for outings and trips
- develop further observation and assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child; extend sharing of information with parents to include learning at the setting
- develop systems of self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- provide equipment and resources that are interesting and challenging and can be used in a variety of ways and linked to children's individual learning needs.

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

The childminder undertakes daily checks of the home to ensure it remains safe and suitable for children before they arrive. She ensures safety equipment is in place and she carries out monthly fire drills with the children, increasing their awareness of what to do in the event of a fire. Basic policies are in place to support practice. She has not yet undertaken risk assessments for visits offsite. She has a basic awareness of safeguarding and action to take if concerned about children in her care. She provides good levels of supervision as children play.

Children are provided with an adequate range of toys and resources each day. They are able to self-select from those available. Most play is instigated by the children and they enjoy using their imagination as they play shops, or collect books from the book shelf. Use of resources is not yet fully linked to children's individual needs and identified next steps. The cm makes good use of local community groups providing children with the opportunity to mix and socialise with others. They enjoy regular visits to local parks for fresh air and exercise.

Relationships with parents are sound. They have access to basic written information and they share information each day regarding children's care. The childminder has not yet fully extended these links to include a sharing of information about children's learning at the setting. The childminder has made some progress since her last inspection and children now have access to more creative activities. She demonstrates an adequate capacity to improve.

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

Children are confident and settled with the childminder. They independently select resources from those available and respond well when the childminder joins them to play. She encourages their knowledge and understanding as they talk about different numbers when collecting balls or looking at numbers on a game. Children show developing levels of concentration as they play with small world resources or look at flash cards with the childminder. They are learning to co-operate with others as they swap cups when they have selected the wrong one.

Children enjoy listening to stories as they sit with the childminder. She encourages them to join in pointing to different pictures and asking what they are. Older children develop good language skills as they confidently name different machines such as an aeroplane, bus and a boat. They learn the names of different fruits as they point to kiwi and melon. The childminder increases their understanding of colour as they talk about the green kiwi and the yellow melon.

The childminder is responsive to children's physical needs and encourages them to drink regularly from their filled beakers. She introduces them to different foods encouraging them to try a variety of different fruits and healthy snacks. The

childminder ensures she is fully aware of children's dietary and medical needs. She keeps parents informed of accidents or illness at the setting and she promotes children's personal hygiene through regular hand washing. Suitable procedures are in place to ensure dogs are well supervised in the home. Good use is made of local parks to provide children with regular exercise.

The childminder has a general understanding of the Early Years Foundation Stage. She has begun to undertake observations of children to help her identify progress. The childminder has a suitable awareness of the importance of positive strategies to support children's behaviour. She uses verbal praise to reward them. Children respond well to this and they demonstrate a strong sense of belonging. The childminder closely supervises them ensuring they are settled and content as they play.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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