

Inspection report for early years provision

Unique reference number	104690
Inspection date	20/09/2010
Inspector	Judith Harris

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 was registered in 1989; she lives with her husband in the town of South Molton in North Devon. Children use all areas of the ground floor of the childminders home and the first floor bathroom. There is a fully enclosed garden for outdoor play. A maximum of six children under eight years may attend the setting; three of these may be in the early years age range. The provision is registered by Ofsted on the compulsory and voluntary childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's knowledge and experience allows her to build a complete picture of each child as an individual. This ensures she is highly successful in meeting children's diverse learning and welfare needs. The childminder's well organised systems ensure that children's safety and security are carefully maintained in the childminder's home and on all outings. The sensitive partnerships the childminder builds with parents effectively support her to meet children's ongoing and changing needs. The positive use of self-evaluation and reflective practice ensure that the childminder is successfully continuing the development of her provision.

What steps need to be taken to improve provision further?

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

- further develop children's learning journey records to provide information about children's next steps
- further develop the range of policies and procedures to ensure they fully reflect the service provided

The effectiveness of leadership and management of the early years provision

The childminder has well organised systems that ensure that all adults in the home have up-to-date checks and remain suitable, and that all visitors are properly identified and supervised. Safeguarding children procedures are in place and effectively provide information in line with the Local Safeguarding Children Board guidelines. The childminder's home is a safe and secure environment where children can move freely accessing different areas for play. A comprehensive range of risk assessments is carried out on all areas in the childminder's home and for all outings with the children to ensure that safety and security are maintained at all times. Clear and effective emergency evacuation plans are in place and regularly practised with the children, the childminder keeps comprehensive records of any drills. The childminder maintains good safety and security at the arrival and

collection times of all children in her care.

The childminder has developed well organised systems which ensure she has all required records and documentation. The childminder maintains a record of any accidents that occur in her care and details of any medication administered. At admission the childminder shares a good range of information with parents and they all complete children's information records as part of the contract. Successful systems are in place to ensure that all records are shared with the parents on a daily basis and as an ongoing exercise. There are a range of policies and procedures available but these are not currently specific to the childminders service. The childminder demonstrates a positive commitment to inclusion by ensuring children of all ages, abilities and genders are provided with appropriate activities and experiences. Her skills and experience ensure that she is able to effectively support children with different needs. Her knowledge of each individual child and careful planning assist her in sensitively adapting activities to meet children's differing needs.

The childminder has continued to drive the improvement of her service and to develop her understanding of the Early Years Foundation Stage. To support this she makes positive use of self-evaluation and reflective practice. The childminder has completed the self-evaluation form honestly and provided an accurate reflection of the strengths and weaknesses of her provision. The childminder works closely with parents to build good open and supportive relationships. This allows a free flow of information to help build a complete picture of each child. Parents make very positive comments that demonstrate the exceptionally high value they place on the care provided by the childminder. The childminder has systems setup to exchange information with other settings attended by children in her care and makes positive use of these in her planning.

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

Children are happy and comfortable in the relaxed atmosphere of the childminder's home. The childminder's knowledge and experience ensure she is exceptionally successful in building warm nurturing relationships with the children. These relationships are highly effective in supporting children in feeling secure enough to develop confident levels of independence. The childminder has developed good systems to gather information about each child from their starting points. She uses her records to build a clear and in-depth knowledge of each child. This ensures children's ongoing and diverse needs are well met.

The childminder's home is a safe and secure environment in which children have access to appropriate play space. This supports the childminder to successfully ensure children of different ages are able to explore and discover through their own interests. Children play in the sitting room and kitchen/dining room. In both these spaces they have direct and safe access to a good range of toys, equipment and resources that are suitable for their ages. While using the role play equipment, children use good imaginative skills to develop their play. The childminder

creatively supports and extends the play providing the children with natural materials for pretend cooking. She skillfully uses interaction with the children, enthusiastically praising their achievements and using open questions to challenge them. The childminder joins in play when invited; she asks the children about what they are cooking and talks to them about how they are feeding the babies. Children are offered an opportunity to take part in a creative collage activity with natural materials to work with. The childminder carefully encourages the children to use their creative skills to make their own individual picture. The flexible and relaxed routines ensure that children are able to lead the play; with time and space to explore, experiment and discover through their own interests. In the garden children have outdoor toys and equipment that allows them to explore and discover. They also go for outdoor play in the local area and have visits to the local market and town centre.

The childminder uses her time effectively to ensure that children's individual routines are well met. She makes good use of the resources in her local area and provides children with a wide range of toys, equipment and resources in her home. The childminder has developed her understanding of Early Years Foundation Stage and makes positive use of the framework. She has continued to develop individual learning journey records for each child. These records contain a creative mix of photographs, samples of children's work and observations of their learning. Each photograph of the children at play is supported by a description of the learning taking place. The childminder uses this information to support her in extending and developing children's learning, however, there are no formal records of next steps. The childminder uses an information sheet, which parents complete at admission, to share information about children's starting points for learning and development. Children have daily diaries and parents are encouraged to add their own comments and share ongoing information. The range of information gathered is clearly effective in supporting the childminder to meet the individual and diverse learning and development needs of each child equally.

Children are carefully supported to learn good basic hygiene skills through the use of good hygiene routines. Children are offered a good range of healthy and well balanced meals and snacks and have drinking water available. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She makes good use of distraction to support children to begin to develop good skills for self-control.

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

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