

Inspection report for early years provision

Unique reference number	EY409404
Inspection date	01/11/2010
Inspector	Sarah Wignall
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.

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 registered in 2010. She lives with her husband and four children in the city of Plymouth in Devon. Children use all areas of the childminder's home. There are steps leading up to the front door. A garden is available for outdoor play activities. The family have two cats. The childminder offers care each weekday from 8.00am until 6.00pm all year round. A maximum of five children from birth to eight years may attend at any one time; of these, not more than three may be in the early years age group.

There are currently three children attending in the early years age range. The childminder also offers care to children aged five 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 good.

The childminder provides children with a wide range of experiences that help them make good progress in their learning and development. She has a good understanding of children's individual needs and uses this to plan appropriately for them. Most aspects of health and safety are given adequate priority; although the childminder does not seek parental consent prior to administering medication. This breaches the welfare requirements. Positive relationships with parents ensure children are well supported and the childminder is kept informed of individual needs. Self-evaluation is used well and the childminder shows good capacity to improve as she develops and organises her effective provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding) (also applies to the compulsory and voluntary parts of the Childcare Register) 15/11/2010

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

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a sound awareness of safeguarding and ensures children are well supervised as they play. Policies and procedures are in place and she is experienced in taking action where concerns exist. She ensures children are protected when unvetted adults are present. Recorded risk assessments are used to identify hazards in the home and safety equipment is used effectively to ensure play space is safe and suitable for children's use. However, the record of risk assessment does not include outings to support the review of hazards further and fire drills have not yet been practised with the children to increase their safety awareness. The childminder agrees provision for children's medical needs with parents but does not obtain their prior written consent for the administration of medication. This breaches the welfare requirements.

Play space is well organised with most play taking place in the designated play room. Resources are attractively presented and easily accessible to children. Samples of children's work are displayed in the play room for parents and children's enjoyment. Sessions are organised to provide children with time to relax and be active, which supports their individual routines and needs. The childminder makes good use of local facilities, such as the park and library where she takes children for regular story times. They visit local attractions, such as the Aquarium, which provides children with new opportunities to learn and develop an awareness of their community.

The childminder has established beneficial relationships with parents. They have access to a range of information displayed on the notice board and regular discussions to exchange key information. Home routines and children's individual needs are discussed on enrolment and shared diaries keep parents informed of children's activities each day. The childminder evaluates her practice based on her observations of the setting and children's needs, as well as suggestions from parents. She identifies areas for development, such as providing story sacks and attending additional training, to keep her knowledge and skills up to date. She has undertaken all mandatory training and also holds an NVQ 3 in Early Years Care and Education, which informs her provision to the benefit of the children.

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

Children are settled and confident with the childminder. The childminder knows and reflects the children's individual interests and abilities within her provision and they make good progress in their learning and development. Children are eager to play and actively join in putting up blankets to make a den; the children enthusiastically use pegs to join the blanket to the frame, learning about shape

and size as they go. The childminder offers gentle encouragement, while giving children time to complete the task themselves; they show delight when the den is made. Children use their imagination well as they set out kitchen equipment and serve dinner to their dolls. They learn new vocabulary as they name the different fruit and vegetables they are using. They show high levels of concentration as they strap dolls into high chairs or fetch their bottles to feed them. The childminder skilfully and gently interacts with their play, making suggestions and extending language as they talk about the game. Children learn about numbers as they count the number of tags on a nappy or their fingers and toes.

Children learn as they use their senses to explore shiny paper. They talk about the texture, size and colour of the paper and enjoy the sound it makes when rubbed together. Children play alongside babies and learn to be careful as they move around the play room or select different resources from the box. They learn about safety as they help prepare their snack by cutting banana or peeling oranges. Knives are used safely and children develop good physical skills as they use tools the correct way. Children learn about road safety as they talk about when and where to cross the road.

Children enjoy looking at books and listening to stories. They begin to recognise that print carries meaning as they look at pictures and listen to the story and hang their coats on named pegs in the hall. They have lots of opportunities to be creative and enjoy using gloop, dough, paint and collage materials. Children are developing an understanding of healthy lifestyles as they dress dolls in warm clothes and wrap them in blankets to protect them from the cold. They are provided with a wide range of healthy and nutritious foods, with fresh fruit and hot cooked lunches available each day. Children actively participate in preparing their snacks giving them an understanding of different foods. Regular walks to school and the local park help promote children's good health.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of report (Records to be Kept) (also applies to voluntary part of Childcare Register) 15/11/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in Early Years section of report (Records to be kept) 15/11/2010