

Inspection report for early years provision

Unique reference number	104807
Inspection date	22/11/2010
Inspector	Carol Cox

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 was first registered in 1992. She lives with her husband and two adult children in Barnastaple, North Devon. The whole of the childminder's home is used for childminding, there are enclosed areas to the front and rear of the home for outside play. The family have a pet cat. The childminder is registered to care for a maximum of four children under eight years at any time, no more than three of whom may be the early years of age range. She is currently caring for children in this age group. She also offers care to children aged over five years. The childminder is registered by Ofsted and the compulsory and voluntary part of the Childcare Register. The childminder collects children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder knows children well because she works closely with their parents to identify their individual needs. Consequently, they are happy and settled in her care. She provides a balanced range of activities to promote their care, learning and development and children generally make good progress. Parents enjoy regular informal feedback about their children. The childminder has not yet established an effective system to monitor the quality of her provision or to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- review records for children regularly to ensure details to be accurate and current for each child
- develop a system to record children's achievements and use these records to plan a well balanced programme of activities to meet the continuing learning and development needs of each child
- obtain a copy of the Local Safeguarding Children Board procedures to ensure knowledge of safeguarding children issues is up to date

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a sound knowledge of child protection issues. She is able to recognise signs and symptoms of different forms of abuse and has a suitable policy and procedure in place to follow should she have concerns about a child. She does not have a copy of

current Local Safeguarding Children Board procedures, however she is confident of whom to contact should she have concerns about a child. Childrens safety is secured in and out of her home because the childminder makes risk assessments of all aspects of her provision and takes appropriate actions. For example, when taking children on outings she carries a first aid kit and mobile phone containing all contact details for herself and minded children. Parents enjoy positive relationships with the childminder and express their satisfaction in writing. She gives them daily feedback about their children and cares for successive siblings. The childminder does not yet have working relationships with other providers caring for children but is willing to do so. Parents are shown copies of all her policies and procedures and sign all necessary consents and records. However, some records are not reviewed regularly to ensure all information is accurate and current. All children are fully included in her setting and she ensures that toys and resources are made freely available. The childminder has made an evaluation of her practice but this does not yet clearly identify areas for development. She has attended recent training and shows capacity for continuing improvement through her implementation of the Early Years Foundation Stage.

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

Children enjoy a warm and child friendly home setting where they play and learn in safety. The childminder organises toys and resources to be freely accessible, this promotes childrens independence and choice. For example, a young child chooses to make a shaker with a cereal box and tape, the childminder responds to his request and helps wrap the tape to secure the pasta shapes inside. The child then asks for a piece of music on the CD player and makes rhythms in time with the tune. The two younger children happily dance along to his music. The childminder understands that children learn through play and plans a range of activities which cover all areas of learning. However, she does not yet keep records of childrens achievements and does not always plan activities with full regard to childrens individual learning needs. Thus, at times children are not fully challenged. Children enjoy visits to parks and shops so they learn about their local community. They observe people about their daily lives and find out more about the wider world through books.

Children's health is promoted through everyday routines such as hand washing after toileting. There are robust procedures in place to avoid spread of infection, such as an exclusion policy for children when they have infectious diseases. The childminder works closely with parents to identify and provide consistent care routines. For example, all three children present have different sleeping preferences. The childminder is happy to store and prepare food provided by parents. Children enjoy fresh air and exercise when on local walks or playing in the garden and at the park. Children are kept safe when out on trips, for example by using reins when appropriate. The childminder helps children learn to keep themselves safe by teaching them how to cross roads safely.

Children clearly enjoy being in the childminder's care, they happily choose activities

and toys and seek comfort from her when they are tired or upset. They behave well and respond to her when she asks them to help tidy up toys. The childminder works closely with parents to provide firm and consistent boundaries and expectations for children and the children generally behave very well. They learn about different people when out and about and through positive images in books, toys and dolls. Children make progress in all areas of learning, young children start to understand that people have different needs and learn to play alongside and with others. Children are settled and happy in the childminders care and become confident as they explore and experiment with toys and resources. Children develop skills to help them with their future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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

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