

## Inspection report for early years provision

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<b>Unique reference number</b>	151395
<b>Inspection date</b>	11/01/2011
<b>Inspector</b>	Brenda Flewitt
<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 1999. She lives with her husband in a house in Brixham, Devon. Her daughter, who is also a registered childminder, works with her. The ground floor is used for childminding, which includes a dedicated playroom, lounge-diner and a kitchen. Toilet and sleeping facilities are provided on the first floor. There is an enclosed garden available for outside play. The family has a dog, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend when the childminder is working alone, of whom three may be in the early years age range. When working with another childminder, the maximum number may be increased to eight, with four in the early years age range. There are currently seven children on roll, of whom four are in the early years age range. The childminder also cares for children over the age of eight years. There are currently no children attending who stay overnight.

The childminder has gained a Diploma in Home-based Childcare. She is a member of local childminding group and the Torbay Childminding Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and welcoming family home, where they are valued as individuals. They are involved in a broad range of activities, both inside and out, that helps them make good progress in their learning. The childminder has some systems in place to help evaluate her provision. She is committed to developing her role through training and study, which results in continuous improvement in children's experiences.

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

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

- provide information to parents about the complaints procedure (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- 26/01/2011

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

- develop the self-evaluation system further to identify areas for development

and recognise when requirements are not met.

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

Overall, the childminder implements clear policies and procedures that promote children's safety and welfare. She completes detailed risk assessments to ensure that children play in a safe environment, both in the home and on outings. The childminder has a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse, and the procedures to follow if there are concerns. She records existing injuries as routine, and keeps her knowledge up to date through training. This all helps to protect children from harm. All required records are in place, completed clearly and stored confidentially.

The childminder organises her home well to meet the needs of the children in her care. When working with her co-childminder, they communicate effectively, which results in good supervision to keep children safe and enable individual support for their activities. Children use a good range of toys and equipment that is stored so that they can select for themselves. The childminder makes good use of facilities outside the home to enhance children's learning. They meet a range of people, use alternative equipment and develop an understanding about their local area. For example, trips to a zoo and the beach encourage their curiosity in the world of nature. Visiting shops or a café helps children develop skills needed in a more adult environment. Children learn a positive attitude to people's differences through the good example set by the childminder as she offers clear explanations to help them understand various situations and emotions.

The childminder establishes good relationships with parents. Overall, she supplies clear information about her provision, which includes written policies and procedures. However, she has overlooked the requirement to inform parents about her responsibilities in managing complaints. There are daily opportunities for sharing information verbally in order to meet individual needs. The childminder is aware of the expectation to share information with other providers if children are attending other settings that deliver the Early Years Foundation Stage.

The childminder has addressed the recommendation set at the last inspection, which has improved aspects of children's safety. She has started to complete a self-evaluation document and has identified some targets for development. The childminder is committed to continuous improvement of her provision for the children. She regularly develops her knowledge about various aspects of caring for children through training, and has recently gained a relevant qualification to level 3.

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

Children are happy, settled and secure in the care of their childminder. They develop good relationships with her, her co-childminder and one another. Children play well together in a small group, as well as individually. They are confident to make their needs known, as they can be sure of a friendly response. Children behave well. They know what to expect through familiar routines and clear explanations. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Overall, the childminder has a good understanding of the Early Years Foundation Stage principles. She plans a broad range of activities that encourages children to learn through play and everyday experiences, according to their own interests. For example, children enjoy manipulating clay using their hands and tools. One child is keen to make a model of one of her favourite television characters. They use pencils and shaped cutters to make patterns and identify initial letters. Children who like to be outside develop an awareness of numerals and text in meaningful situations, such as looking at information boards at a zoo. Cooking is a favourite activity with most of the children. They gain knowledge in weighing, measuring and combining ingredients they have helped to buy. They notice the changes as heat is applied and are proud to take the results home to share with their families. The childminder interacts positively in children's activities, talking with them about what they are doing, which helps them develop vocabulary, solve problems and understand the world around them. She completes detailed assessment records, which include observations and annotated photographs. She uses these successfully to identify each child's next steps in their learning. Therefore, children make good progress in their overall development.

Children enjoy a healthy lifestyle. They learn good procedures for their own personal hygiene and make choices in what they eat from healthy options. Being involved in preparing food for their snack helps reluctant children to try new foods that benefit their health. Children have daily opportunities for fresh air and exercise by way of garden play, or visits to play parks where they develop large muscle skills. They start to be aware of their own safety as they are involved in safe routines for crossing roads and understand how to use equipment sensibly. They get to know what to expect if they must leave the home in an emergency through practising the escape plan.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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 the report (Providing information to parents) 26/01/2011

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 the early years section of the report (Providing information to parents) 26/01/2011