

## Inspection report for early years provision

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<b>Unique reference number</b>	EY417317
<b>Inspection date</b>	29/03/2011
<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.

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## **Description of the childminding**

The childminder was registered in 2010. She lives with her husband and two young children in the city of Plymouth in Devon. Children use all areas of the childminder's home. Bathroom facilities are located on the lower ground and first floor. A garden is used for outdoor play activities. The setting is open each weekday from 8am until 6pm all year round. A maximum of four children aged from birth to eight years may attend the setting at any one time, of these, not more than one may be in the early years age group.

There is currently one child attending who is within the Early Years Foundation Stage. They live locally and 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 good.

The childminder meets children's individual needs very well. She has close links with parents, which helps keep her informed of children's changing needs and interests. She provides a wide range of activities that children enjoy and that help to extend their learning and development in all areas. Detailed self-evaluation is used to examine all areas of her provision and identify clear areas for development such as the development of the outdoor play provision. She demonstrates a strong capacity for continuous improvement.

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

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

- develop further use of the outdoors to provide children with more opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning.

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

The childminder places a high emphasis on health and safety. She completes comprehensive risk assessments of both the home and garden as well as for all routine outings. Detailed daily checks help ensure the environment remains safe and secure at all times. She has a secure understanding of safeguarding and

detailed policies and procedures are in place. She has completed training in safeguarding and is aware of procedures to follow if concerned about children in her care. Both herself and her husband have undergone suitability checks and she ensures children are well supervised at all times. Written fire procedures are in place and have been practised with the children. The childminder closely monitors and supports children as they move to different areas of the home, for instance to the kitchen on the lower ground floor.

Children are provided with a wide range of toys and resources each day. These are well presented in labelled storage boxes encouraging them to make choices about their play. The childminder regularly rotates her resources, making good use of local libraries and other organisations to provide variety and interest. Daily sessions are very well organised and include good use of the outdoors for play and fresh air, as well as community based groups for social interaction with others. Children benefit from high levels of support and encouragement as they play.

Strong partnerships with parents are in place. They are kept very well informed of all aspects of their child's care and development. Comprehensive policies and procedures are made available to them as well as detailed daily diaries that document children's routines and experiences each day. Regular meetings are used to update contractual information and to share and discuss the learning journeys. Parents are asked for contributions from home which the childminder uses to inform her daily planning. Partnerships with other settings are well established and the diary book is sent to nursery each week so that they are fully aware of children's progress and development. The childminder makes very effective use of self-evaluation to identify strengths and areas for development. She is committed to developing her practice and has undertaken various training courses since her registration which has helped to develop her understanding of the Early Years Foundation Stage.

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

Young children are happy and settled with the childminder. They have formed strong relationships and feel safe and secure in her care. They enjoy playing with a wide range of interesting toys and resources each day. The childminder selects these with children's interests and abilities in mind. For instance, she provides a small trampoline to help toddlers develop mobility and confidence. They skilfully use the bar to pull themselves up, smiling as they achieve this. The play room is well organised providing wide areas of clear play space where toddlers can move and explore safely.

Young children enjoy observing and copying older children. For instance, as older children bang two balls together toddlers do the same. The childminder gently supports them as they play, helping them select the resources they like. They learn about shape and texture as they handle a range of natural resources in a treasure basket. The childminder introduces new words as she describes items as 'soft', 'shiny' and 'crunchy', helping to develop children's vocabulary. Young children

enjoy listening to stories and looking at books. They cuddle up with the childminder as they settle down to a story. Regular attendance at the local library helps to develop their interest and enjoyment of books.

Young children demonstrate a strong sense of security and belonging as they move away from the childminder and play independently. They freely explore the available resources and make their needs known when they want the childminder's support, for instance, picking up an electronic teddy for the childminder to start. They communicate effectively through both verbal and non-verbal gestures. The childminder is very responsive to them demonstrating a clear awareness of their individual needs and interests. She uses regular detailed observations and assessments of children to identify progress and set relevant next steps.

Children are effectively supported to learn good hygiene skills through the daily routines. Hands are washed and wiped regularly during the day and individual towels are available for their use. Meal times are a social occasion with children sitting together with the childminder to eat and talk. They enjoy a varied and healthy range of foods, which includes a hot-cooked lunch. They learn important social skills as they eat together. The childminder ensures she is well informed about home routines for sleeps and feeds, helping to support continuity of care. Parents are kept well informed of any accidents at the setting and clear systems are in place regarding the administration of medication. Good use is made of the outdoors for fresh air and exercise. Regular use of the garden and local parks is part of the daily routine. The childminder is keen to widen her use of the outdoors to provide children with more opportunities to explore and learn outdoors.

The childminder ensures she is well informed about children's needs and interests on enrolment. She completes detailed enrolment profiles providing her with a clear insight into needs and abilities. Regular updates with parents keep her fully informed of any changes. Daily routines are varied and tailored to individual needs. For instance, attendance at local toddler sessions provides children with opportunities to play and socialise with others, helping them develop key skills for the future.

## 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	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

<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:	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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