

Inspection report for early years provision

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Inspection date	18/04/2011
Inspector	Brenda Flewitt
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 lives with her husband and adult daughter, in a detached bungalow in Awliscombe, near Honiton, East Devon. Children have access to a dedicated playroom, a kitchen-dining room, and toilet facilities on the ground floor. The sitting room is used as an additional sleep room if required. There is an enclosed area available for outside play. The family has a cat, 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 at any one time, of whom three may be in the early years age range. There are currently five children on roll in the early years age range. The childminder holds a BTEC qualification in nursery nursing.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming family home by a childminder who knows each of them well. They are involved in a good range of activities, both inside and out, that promotes learning through play and everyday experiences. Overall, the childminder establishes effective relationships with parents and others in order to meet individual needs. The childminder has some good methods for looking at her practice in order to make improvements. She updates her knowledge of various areas of childcare by liaising with early years professionals and attending training, which contributes to continuous improvement in children's experiences.

What steps need to be taken to improve provision further?

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

- develop the assessment and system to clearly identify children's learning priorities in all areas
- improve dialogue with other settings that children attend to share information to further promote each child's overall development.

The effectiveness of leadership and management of the early years provision

The childminder implements clear policies and procedures to promote children's welfare and safety. She completes detailed risk assessments to provide a safe environment for children to play, both in the home and on outings. The childminder has a good understanding of safeguarding children, which includes

how to recognise signs and symptoms of abuse and the procedures to follow if there are concerns. She has a system for recording children's existing injuries as routine. This all helps to protect children from harm. All the required records are in place, completed appropriately and stored confidentially.

The childminder organises her home well to meet the needs of each child in her care. The dedicated playroom offers a good range of play equipment and resources. These are made available according to children's interests and stage of development, so that they can make spontaneous choices. The childminder makes good use of local facilities to enhance children's learning. Children's days include a variety of outings where they meet other people, use an extended range of equipment and resources and learn about their local environment. For example, regular visits to a toddler group promote children's social skills as they play with children of a similar age. They start to develop an open attitude to people's differences through the good example set by the childminder and as they use various resources that reflect positive images of diversity in their play.

The childminder promotes effective relationships with parents. She supplies clear information about the setting, which includes written policies and procedures. She encourages daily sharing of information verbally in order to meet individual needs. Parents speak well of the childminder's welcoming, caring and stimulating approach. The childminder is aware of her responsibility in sharing information with other settings that children attend, but has not yet fully established dialogue to promote further children's learning and development.

The childminder has addressed the recommendations set at the last inspection, which has improved aspects of children's health and safety. The childminder uses various methods to help her identify ways to develop her provision, which include completing a self-evaluation document. For example, she has identified that she could improve her understanding of the Early Years Foundation Stage guidance documents. She keeps her knowledge up to date by attending information events and training courses. Sharing good practice with other providers also contributes towards improvement in children's experiences.

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

Children are extremely happy, settled and secure in the care of their childminder. They develop excellent relationships with her and one another, which fosters a strong sense of belonging. Children play well together in a calm, caring and stimulating environment. Young children demonstrate spontaneous kindness towards their friends. For example, a two-year-old offers a cushion to another who wants to rest. Children behave extremely well. They know what to expect through familiar routines and clear explanations; they are well mannered and polite. All children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. The childminder knows each child well as an individual, which enables her to plan activities that develop their confidence, particularly in new situations.

The childminder plans a broad range of experiences for children, inside and out so that they learn through play and everyday activities. Children start to become aware of number, colour and shape as the childminder joins in their play. Children use language well to make their needs known and organise their play. They enjoy books and stories both individually and in a small group. From a young age they listen intently and join in with familiar phrases. Activities such as cooking promote children's understanding in various areas. For example, they count, sort and weigh ingredients. They are aware of the importance of using text for information as they look at recipe instructions, and observe changes in the ingredients as they are mixed and heated. Children learn about changes in nature by planting and nurturing seeds, such as sunflowers and herbs. The childminder interacts positively with the children, which helps them learn good communication skills, solve problems and start to understand the world around them. She knows each child well to support them to make good progress in their learning and development. The childminder is developing an observation and assessment system, which records children's activities and achievements. However, she is not yet clear about planning for the next steps towards the early learning goals.

Children enjoy a healthy lifestyle. They learn good procedures for personal hygiene. Children make choices about what they eat from healthy options prepared at home. The childminder helps them understand, through discussion, how these benefit their bodies. Children enjoy daily fresh air and exercise by way of playing in the large garden or going for local walks. They use large equipment such as swings and slides to develop large muscle skills. Children learn about aspects of their own safety when they are out, for example, safe routines for crossing roads and sensible ways to use large play equipment. The childminder has a clear procedure for emergency evacuation from the home, which she practises with the children so that they know what to expect.

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	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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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