

## Inspection report for early years provision

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<b>Unique reference number</b>	EY417824
<b>Inspection date</b>	12/05/2011
<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.

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 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. A garden is used for outdoor play activities. The family have one dog and two cats. The setting offers flexible hours including Saturdays and overnight care. A maximum of five children aged from birth to eight years may attend the setting at any one time, of these, not more than two may be in the early years age group. She is also registered to provide overnight care for two children under eight years.

There is currently one child attending who is within the Early Years Foundation Stage. They live locally. 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 demonstrates a clear awareness of children's individual needs. She provides a varied range of activities that support their learning and development well. Partnerships with parents are well established and used to support children in the setting. She regularly evaluates her practice helping her identify areas for development such as extending her observation and assessment systems. She demonstrates a clear commitment to continual improvement.

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

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

- provide positive images and resources that help children embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- develop further observation and assessment systems in order to identify clear learning priorities for each child.

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

The childminder places a high emphasis on health and safety and uses detailed risk assessments to identify risks. She offers high levels of supervision to children as they play. She demonstrates a secure understanding of safeguarding and has policies and procedures to support her practice. She has attended training in safeguarding and is confident in action to take if concerned about children in her

care. She teaches children about safety through the daily routines and reminds them not to climb in case they fall. She ensures fire safety equipment is checked regularly and carries out fire drills with the children. She is vigilant when unchecked adults visit the home.

The home is well organised and children are provided with clear areas to play in the lounge and outdoors. Toys and resources are well presented and easily accessible to them. The childminder makes good use of the garden to promote different areas of learning. During school holidays they regularly visit local attractions and make use of local parks on a regular basis. The childminder is guided by children's needs and interests when planning daily and weekly sessions. She ensures young children's physical needs for quiet and active play are provided for.

The childminder has established positive relationships with parents and they are kept well informed of children's routines. Detailed documentation is made available to them covering all aspects of the provision. Comprehensive diaries are used to record key information and are shared with parents on a daily basis. Regular discussions keep both parties informed of children's learning and development at the setting. The childminder is committed to building positive relationships with other provisions and demonstrates an understanding of how partnerships are effective in supporting children's care and learning.

The childminder is committed to developing her practice and is currently attending further training to increase her knowledge and skills. She uses parent and children questionnaires to evaluate her setting, as well as self-evaluation. She correctly identifies areas for development such as the extension of her assessment systems.

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

The childminder provides children with a varied range of activities each day, choosing toys that she feels will interest and engage them. They help themselves to toys and books and enjoy pottering about the lounge exploring different resources. The childminder encourages them to settle as she helps them build bricks, modeling how to stack them. Young children copy and are delighted as they add one more. They particularly enjoy looking at books and listening to stories. They point to different pictures on the page and the childminder reinforces their learning and language skills as she clearly names the objects they are pointing to.

Children develop physical skills as they gently stick pictures on a page and explore paint and dough. They increase their strength and mobility as they climb and push toys, handle and throw balls when playing in the ball pool. Regular use of the garden gives them access to fresh air and exercise. Children are supported to learn good hygiene routines and they readily help themselves to drinks as they play. Regular healthy meals and snacks are provided and the childminder ensures young children have sufficient sleep to meet their needs. Parents are kept well informed of any illness or accidents at the setting.

Young children demonstrate their sense of security and belonging as they move away from the childminder confidently exploring their environment. They are beginning to form relationships with other children and sit side by side as they look at books or play with small world resources. The childminder gently reminds them to share. Children have opportunities to learn about their own community as they visit local attractions and groups. However opportunities to learn about other cultures and diversity are not fully explored.

Young children enjoy a close relationship with the childminder and look to her for comfort and support when they are tired or unwell. She gently cuddles them, reading stories or rocking them as they settle to sleep. Children's individual needs are well supported by the childminder. She has developed a sound understanding of the Early Years Foundation Stage and begun to use observations and assessments to identify progress.

## 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	3
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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