

## Inspection report for early years provision

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<b>Unique reference number</b>	161714
<b>Inspection date</b>	18/05/2011
<b>Inspector</b>	Dinah Round
<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 registered in 2001. She lives with her husband and two children aged 13 and seven years, in the Beacon Heath area of Exeter, in Devon. The childminder takes and collects children from local schools and pre-schools. The family keeps a dog, chickens, a rabbit and two guinea pigs.

The childminder is registered to care for a maximum of five children at any one time of whom three may be on the Early Years Register. She is currently minding seven children in this age group. She also offers care for older children aged over five years to 10 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Minded children may use the entire house, although in practice remain mostly downstairs. Toilet facilities and sleep provision are provided on both levels. A fully enclosed rear garden is available for outside play. The childminder holds a relevant early years qualification at level 3 in care, learning and development.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in the welcoming and relaxed environment. The childminder has a good understanding of children's individual needs, and overall, provides a broad range of interesting play activities and experiences that foster children's learning. Children benefit from the effective partnerships established with parents and most aspects of children's welfare are promoted well. The childminder has a positive attitude to the ongoing development of the service she offers and has informal systems in place to help her reflect on her practice, which contributes towards improving outcomes for children.

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

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

- extend the activities and learning experiences to further challenge all children to take their next steps in their learning.

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

The childminder is well organised, with most records effectively maintained to support children's safety and welfare. The childminder has drawn up policies and procedures to inform parents of her childminding practice which helps promote

consistency in the care provided for children. The childminder has a secure understanding of the signs and symptoms of child abuse and is confident of the procedures to follow to safeguard children in her care. Risk assessments are completed for all areas children come into contact with and for regular outings. The childminder is pro-active in taking action when potential hazards are identified to minimise risks to children. For example, contact is made with professionals for advice when bees are observed close by the house and appropriate action taken so children can play safely.

Children move around the play space freely and any toys for the older children with small pieces are stored safely out of the reach of younger children. Children have access to a selection of clean, age appropriate toys and resources, including resources reflecting positive images of other cultures to help to develop their understanding of diversity. Children enjoy daily outdoor play activities to aid their enjoyment; this alongside frequent outings, provides them with regular exercise and fresh air. The childminder attends ongoing training to maintain continuous improvement and update her knowledge and skills. For example, since the last inspection she has completed a National Vocational Qualification (NVQ) at level 3 in children's care, learning and development and taken part in a safety and awareness day. All previous recommendations have been successfully addressed, paper towels are now used to minimise the risk of cross infection when children wash hands and new documents have been purchased to record any accidents. The childminder is beginning to monitor her provision; she thinks about the service she offers and the play and learning opportunities she provides for children.

The childminder develops good working relationships with parents. She gains information about each child's individual routines, likes and dislikes when they first start, which she uses to support children's transition from home to her setting. This contributes towards children feeling comfortable and secure in the childminder's care. Parents are kept well informed about their child's care through informal discussions, texts, and effective use of a daily diary. The childminder liaises closely with parents to offer support on issues around children's development, such as eating habits, so they can work together and promote consistency for the child. Parents value her support, and comment about her commitment and enthusiasm in her work. Parents' views are obtained about any changes to the childminder's home environment, such as when the family recently got a puppy. The childminder links with other early years settings children attend to provide continuity for children's care and learning.

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

Children are happy, settled and relate well to adults and their friends. The childminder has a good understanding of each child's individual needs and balances her attention extremely well to make sure that all children are valued and included. Children benefit from the childminder's warm and caring approach, she offers reassurance for less confident children and her ongoing encouragement helps all children progress in their learning and development. The childminder has

a developing knowledge of the early learning goals, recently introducing observational assessments to help monitor children's achievements. Children are provided with a good variety of learning activities and experiences and allowed to follow their interests. Occasionally, some activities and experiences are not fully extended to challenge all children to take the next steps in their learning. Children behave well. They are helped to learn to share and consider the needs of others, for example, when both children want to sit in the fire engine the childminder explains they can both sit in side by side.

Children's independence is fostered well as they make choices about their play from the easily accessible resources. Children learn how to make things work as they move the helicopter back and forth on the floor so it can move forward by itself, fascinated by the action they repeat it again and again. Children are introduced to number through puzzles and taking part in number rhymes, although spontaneous activities to extend children's counting and matching skills are not always maximised. Children's communication and language is developed well through the childminder's positive interaction and effective questioning. Children take part in physical activities and show good control as they carefully negotiate the steps on the path outside and have fun kicking the ball to each other. This helps to develop their physical skills. They enjoy being out in the fresh air, the childminder gets them actively involved in planting, growing and caring for the vegetables in the garden. These are then tasted at snack time helping children learn about where food comes from. Children have access to various creative play activities and use their imagination well as they pretend to be fire officers, riding in their fire engine saying 'I'm going to rescue someone'.

Children's health and safety is promoted well. They learn how to keep themselves safe through the childminder's gentle explanations and support, such as holding hands and walking slowly down the stairs. They take part in evacuation practices to raise their awareness of what to do in an emergency situation. Children follow daily hygiene routines of washing hands before eating, and wipes are used for younger children to help minimise spread of germs. Children benefit from the provision of healthy snacks of fresh fruit and vegetables, they recognise when they feel thirsty and have a drink. The thoughtful childminder makes sure that babies' needs are met well offering regular drinks and linking closely with parents about their individual feeding patterns.

## 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

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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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