

Inspection report for early years provision

Unique reference number	104103
Inspection date	25/05/2011
Inspector	Dinah Round

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 has been a registered since 1999. She lives with her 11-year-old son on the outskirts of Exeter, in Devon within walking distance of schools and other local facilities. The premises are accessed by several steps on different levels. Childminding mainly takes place in the lounge and kitchen, with sleep provision provided on the first floor. Children have access to an enclosed garden for outdoor play activities.

The childminder is registered to care for a maximum of six children at any one time of whom three may be on the Early Years Register. She is currently minding five 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 compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a relaxed and caring environment where they are settled. The childminder has a clear understanding of children's individual needs through the strong partnerships she develops with parents. Children are provided with a satisfactory range of play activities and experiences; however, organisation of space and resources is not always used well to fully support children's learning. Children's health and safety is suitably promoted and the childminder has a clear understanding of how to safeguard children. Systems to evaluate the quality of the provision are not yet developed to help the childminder reflect on ways to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- review the organisation of space and resources to enable children to easily access the full range of resources and make choices about their play
- develop further the systems to assess and monitor each child's development and learning, in order to help plan for, and support them in moving onto the next steps in their learning
- develop effective systems for self-evaluation so that all areas for improvement are identified and acted upon to continually improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder maintains all the required documentation to support children's health and safety. She has drawn up policies and procedures, which are made available for parents so that they are aware of her childminding practices and procedures. Regular risk assessments are completed for the home and any outings to help identify and minimize potential risks to children. This means that appropriate safety measures are put in place to enable children to move around safely in their play. The childminder has attended safeguarding training to update her knowledge. She has a secure understanding of the possible signs and symptoms of child abuse and procedures to follow if she has a concern about a child. This contributes towards protecting children.

Children have access to both indoor and outdoor play space, where they are able to use play equipment and resources that are clean and age appropriate. However, space is limited and areas are not sufficiently organised to enable children to easily access the full range of resources and make choices about their play. The childminder provides some resources that reflect positive images of diversity, which helps to raise children's awareness of differences and the wider world. Frequent outings around the community and use of the garden at set times give children opportunities for fresh air and exercise. The childminder attends regular training events to update her knowledge, such as safeguarding training. This was a recommendation from her last inspection and has been addressed. The childminder has a positive attitude to the ongoing development of the service she provides, however, systems to help her effectively identify and highlight all areas for improvement for children, are not yet fully established.

The childminder develops good relationships with parents; this helps her support children's individual needs so they feel comfortable and settled in her care. Comprehensive information is obtained from parents out children's routines and abilities through the 'All about Me' forms. This is used effectively alongside tailored settling-in sessions to support children's transition from home to the childminder's setting. The daily contact books and informal discussion at the beginning and end of the day means there is a regular two-way exchange of information about a child's care and routine, such as food eaten, nappy changes and activities children have taken part in. Parents feel well informed about their child's care and welcome the help given by the childminder in support of their child's development, for example, with potty training. The childminder is aware of the importance to link with other early years settings that children attend to help promote continuity of care and learning.

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

Children are happy and settled in the welcoming and friendly environment provided. The childminder is attentive to the children's individual needs, and

children are confident to approach the childminder for help as they can be assured of a kind and caring response. Children are provided with a suitable range of play activities and experiences which keep them sufficiently occupied and interested. The childminder has started to carry out some observational assessments of children's development and achievements, although these systems are still evolving. This means the full opportunities to move children on to the next step in their learning are not always explored. Children behave well; they are co-operative and eagerly help to collect the toys together when it is tidy up time. The childminder offers regular praise to acknowledge their efforts, which helps build their confidence and self-esteem.

Children are developing some independence as they seek to do things for themselves, such as using the step to wash their hands before snack time. Children's communication and language is suitably supported as the childminder takes an interest in their play and promotes conversation. Children are introduced to number, counting and matching activities as they enjoy fixing together the pieces for the various animal puzzles. They show a sense of pride in their achievements telling others with excitement 'I've done it' when they finished. Children use their senses to explore and experiment through an appropriate range of media, such as paint, gloop and collage activities. Children are taken on outings to local parks where they use large pieces of play equipment to climb and balance, helping to promote their physical development. They visit places of interests, such as Killerton House woods, the beach and local parent and toddler groups, which widens their play and learning experiences.

Children are beginning to show an understanding about healthy lifestyles as they follow familiar personal hygiene routines. Most of children's food is supplied by parents and stored appropriately. The childminder links closely with parents to gain details of children's individual dietary needs and makes sure these are followed so children's needs are met. Children are learning about keeping themselves safe, for example, the childminder teaches them to hold onto the rail when walking down the front steps and how to cross the road safely when on outings. Children take part in evacuation practises so they gain awareness of what to do in an emergency situation.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met