

Inspection report for early years provision

Unique reference number	117324
Inspection date	09/06/2011
Inspector	Sarah Wignall
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 was registered in 1990. She lives with her partner in the city of Plymouth in Devon. Children use most areas of the childminder's home. Bathroom facilities are located on the ground floor. A garden is used for outdoor play activities and the house is located close to local parks. The family have one cat. The setting is open each weekday from 7.00am until 6.00pm all year round. A maximum of six children aged from birth to eight years may attend the setting at any one time, of these, not more than three may be in the early years age group.

There are currently four children attending who are within the Early Years Foundation Stage. Most children live locally and some also attend other early years settings. The childminder also offers care to children aged over five years to 11 years and for children beyond this age group. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has an NNEB childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets individual needs well. Children are provided with a varied range of activities that support their learning and development well. Health and safety are generally well met. The childminder has established good working relationships with parents and information is exchanged on a regular basis. The childminder undertakes regular evaluation helping her identify areas for development. She is committed to continual improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessment of risks for outings and trips
- develop further methods of recording and assessing children's achievements, sharing this information with parents and agreeing ways of working together to extend children's learning.

The effectiveness of leadership and management of the early years provision

The childminder is an experienced practitioner and has a good understanding of safeguarding. She ensures the premises and equipment are safe and suitable on a daily basis and uses written risk assessments to identify and address hazards in the home. All adults in the home have been checked for suitability and she

provides high levels of supervision when unchecked adults are present. She has written policies on safeguarding and is aware of action to take if concerns arise. She monitors children's health and safety and any accidents or existing injuries are fully recorded. While she carries out visual risk assessments for outings these have not been clearly recorded. Children are very well supervised by the childminder as they play and move about the home.

The home is very well organized with a well presented designated play room. Children have access to an extremely wide range of toys and resources each day. They are encouraged to self-select and make choices during free play sessions. Daily routines are well planned and include structured activities and use of community based groups and the outdoors. Detailed planning is in place and used to guide sessions. The childminder makes good use of children's interests to guide her planning. For instance, when children were interested in vehicles they undertook regular walks outdoors to look for different vehicles talking about the colour, number and shapes, extending learning in this fun and informative way.

The childminder is well established and keeps her professional knowledge and skills up to date by regular training and support visits. She regularly reflects on aspects of her setting helping her identify areas for development. She works well in partnership with parents and others ensuring relevant information is exchanged. Parents receive detailed written information on enquiry and enrolment and daily discussions help to keep both parties fully informed of changes. She has a good understanding of the importance of partnerships and links with other providers of the Early Years Foundation Stage are well established. She follows similar systems to local settings aiding continuity of care and learning.

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

Children are secure and settled in the setting. They arrive confidently chatting eagerly about the impending arrival of their friends. They happily select toys to play with using their imagination and problem solving skills as they build people and animals using a range of construction materials. The childminder encourages and supports their learning introducing new words such as 'connectors' as they join items together. Children use good language skills as they describe what they have made.

Children have established strong relationships both with the childminder and their peers. They confidently make their needs known to the childminder asking for the toys they cannot reach and expressing preferences about what they want to do. They are delighted as friends arrive and settle quickly to play together. Children learn to take turns as they play a game selecting different beads to decorate their boards. They are gently reminded to wait until their friends have finished before getting down from the table.

The childminder provides children with a broad and balanced range of activities each day. Themes are planned and children enjoy learning about the sea as they

colour pictures of sea creatures and visit the local aquarium. They learn about difference and diversity in fun and practical ways. For instance, they listen to different styles of music while having snack and posters and pictures displayed in the kitchen provide a visual display of different cultures and languages. Children enjoy quiet times during the day and settle down with the childminder to listen to stories. Very good use of story sacks helps bring stories to life and children thoroughly enjoy selecting different characters to handle and play with as the story is told.

The childminder promotes health and hygiene well. Children are provided with a varied and healthy range of meals and snacks during the day and menus are clearly displayed for parent's information. Children learn important social skills as they sit at the table to eat, using manners to ask for things they want. Daily routines teach children about personal hygiene and posters and individual towels in the bathroom encourage them to wash their hands. The childminder works closely with parents regarding dietary needs and preferences. She ensures children access fresh air and exercise regularly as they play outdoors or visit the local parks.

The childminder bases her planning around children's interests and each child has an individual learning web where areas of learning are identified to support their development. She plans her use of resources well so that they support these areas of learning. She is keen to develop these systems so that progress across the early learning goals can be clearly documented and parents encouraged to contribute to the process. Children enjoy their time with the childminder and parents give positive feedback about the setting. Children are bright and happy and enjoy learning. This equips them well 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

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	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

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	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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