

Inspection report for early years provision

Unique reference number	104667
Inspection date	21/07/2011
Inspector	Julie Neal
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 partner in Bideford, Devon. She uses the ground floor of her home to provide childcare, and there is an enclosed garden suitable for children's use. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years of age at any one time, no more than three of which may be in the early years age range. She is currently minding four children in the early years age group, at different times. She is not registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well. The childminder's good relationships with parents ensures she is well informed about individual children's requirements. Children make good progress towards the early learning and development goals, relative to their starting points, because the childminder plans well to ensure that each child is extended and challenged. The childminder's self-evaluations are effective and, overall, enable her to identify areas for development that support good quality 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 systems used to record parents permission to administer medicines to children to ensure that, other than where a child is prescribed long term medication, written consent is given on the day that the parent requires the medicine to be administered
- develop records of learning and development to more effectively link evidence of children's achievements to the early learning and development goals. Develop consistency in maintaining learning and development records for children who attend other settings that are the main provider of the Early Years Foundation Stage, including those children who attend school but remain in the ey age group

The effectiveness of leadership and management of the early years provision

The childminder is well organised and demonstrates a good understanding of the requirements of the Early Years Foundation Stage. She is confident in her knowledge of how to safeguard children in her care because she has completed training in this area and she has a good understanding of local procedures for

reporting any concerns. These are reflected in her written safeguarding policies and procedures, which are shared with parents. The childminder conducts extremely thorough risk assessments of all areas of her home and garden and all activities and outings enjoyed by children. Risk assessments are supported by good systems of daily health and safety checks to ensure children remain safe and secure. Overall, documentation that supports children's welfare is well maintained. Registers show when children are present and confirm that ratios are met. Any accidents or incidents involving children are recorded in detail and parents are informed. The childminder has written policies and procedures that reflect the requirements of the Early Years Foundation Stage, which she shares with parents. The childminder ensures she obtains prior written permission from parents to administer any medicines to children, however, there are inconsistencies in how these consents are recorded. For example, in some instances parents have provided ongoing permission to administer pain relief medication if required, while on other occasions the childminder obtains consent to give this type of medicine on the day it may be needed.

The childminder reflects well on her practice and as a result her self-evaluations focus effectively on promoting good quality outcomes for children. Her good relationships with parents enable her to gain ongoing feedback from them, which she includes in the self-evaluation process. The childminder focuses well on promoting an inclusive environment that meets the needs of all children. For example, she has taught children some sign language in order to help them communicate more effectively with friends who use signing as their first language. The childminder considers how space and resources are organised to reflect the interests of attending at different times. For example, young children immensely enjoy playing hide and seek and the childminder has arranged furniture so they can safely hide from each other; she ensures there is always space for 'messy' and creative activities because this is a current favourite of children of all ages.

The childminder works very well with parents to meet the individual needs of their children. Information is shared most effectively, ensuring that the childminder remains up-to-date with any changes to children's requirements as they grow and develop. Parents receive good quality information about their children's daily activities and achievements through discussions and through the effective use of individual diaries for each child. The childminder works well with other professionals who support individual children's needs to ensure she is fully informed of any additional requirements that children may have. Some children attend other settings that provide the Early Years Foundation Stage, such as pre-schools and nurseries. The childminder has discussions with key workers in these settings to ensure she is aware of children's current achievements and progress, and she includes this information when planning activities for each child.

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

Children's welfare, learning and development is promoted well overall. The childminder's good implementation of health and safety routines ensure that

children enjoy a clean, safe and hygienic environment. The childminder focuses very well on developing children's safety awareness. For example, children have a good understanding of the childminder's emergency evacuation procedures because they take part in monthly fire drills, and as a result they talk confidently about what to do to keep safe. Children demonstrate a good understanding of road safety because the childminder makes very effective use of their regular walks to raise awareness of the hazards of traffic, and to teach them where and how to cross roads safely. Health promotion with children is good overall.

The childminder provides children with meals and snacks. She involves children in helping to prepare food and uses this time very well to raise their awareness of a healthy diet. For example, children want to have a picnic in the park later on, and there is a lively discussion about what food they will take, which items are good for them, and what they could include as a treat. Children help to make sandwiches, choosing their fillings and spreading and cutting their own bread. Children confidently slice salad vegetables and show clear understanding that knives must be used with care so that they do not risk cutting themselves. Children learn well about the importance of personal hygiene. They brush their teeth after meals and take great pride in marking their own charts to show when they have done so. Children understand that they should wash their hands before meals, and they do so carefully, using plenty of soap and rinsing well. However, children were observed to share a towel to dry their hands because there was only one that was easily accessible at the time.

Children make good progress towards the early learning and development goals, relative to their starting points. This is because the childminder provides a stimulating variety of activities that promote learning in all areas. Children are involved in planning what they do, and as a result they enjoy a good balance of adult led and child initiated activities. Overall, the childminder monitors children's progress towards the early learning and development goals well. She has a good understanding of children's current stages of development and she plans well to promote their individual next steps in learning. However, this is not consistently reflected in children's records of achievements. For example, learning journals contain photographs of children enjoying a variety of activities, and include descriptions of what the child is doing. However, these are not linked to the early learning and development goals. The childminder keeps a record of observations of children's achievements in each area of learning but these are not dated or linked to the photographic evidence in the learning journals. The childminder has not been consistent in maintaining learning and development records for children where other settings are the main provider of the Early Years Foundation Stage, including those children who attend school but who remain in the early years age group.

Children are extremely happy and confident and they demonstrate high levels of self-esteem. They have an excellent relationship with the childminder and they develop firm friendships with each other. Children are very well behaved, and show kindness and concern for each other. For example, when a young child wants to wash glue off their hands, a slightly older friend ensures that the step is correctly positioned to reach the sink, and helps the younger child to pump soap from the dispenser. Children enter the setting looking forward to what they are

going to do each day, and they quickly become absorbed in chosen activities. For example, children concentrate very well as they make mosaic flowers. They had prepared the materials they need the day before, for instance, painting pasta in different colours and making a flower template, and the childminder has these ready for children to move on to the next stage. Children discuss the different shapes that they cut the pasta into, and consider how these will fit together to make their desired patterns.

The childminder's very good interactions with children result in them being extremely confident communicators who use their critical thinking skills well. For example, during a game of musical lotto, in addition to matching sounds to pictures, children are encouraged to consider where they may hear animal sounds such as ducks, cows, cats, and dogs. They identify the sounds of musical instruments, they talk about what these look like and mime playing the guitar and the piano, and they energetically tap dance when they hear dancing feet. Children enjoy conducting experiments. For example, having played a game that had magnetic parts, children decide to investigate which items around the room that their magnets will stick to. Children are confident in their use of everyday technology, for instance, choosing and playing CD's and DVD's, using scales as they weigh and measure cooking ingredients, and using computers and interactive toys.

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	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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