

## Inspection report for early years provision

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<b>Unique reference number</b>	EY343537
<b>Inspection date</b>	03/08/2011
<b>Inspector</b>	Sara Frost
<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 2006. She lives with her husband and two children aged six years and 19 months. They live in the market town of Holsworthy, Devon. The whole of the ground floor of the childminder's home is used for childminding purposes. Children also have access to an upstairs bedroom for sleeping purposes during the day. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time, no more than two children in the early years age range. She currently cares for two in the early years age range. Care is also provided for children over eight. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and goes to various groups on a regular basis. She is within easy walking distance of local amenities such as shops, transport, libraries and parks.

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

Overall the quality of the provision is good.

Children are happy and settled in the homely environment, the childminder provides. They actively become involved with the mainly safe activities provided by the childminder. Children make good progress in all areas of learning and development. The childminder has developed a good working relationship with parents to ensure each child's individual needs are well known and met. Although has yet to establish links with other Early Years providers. She has begun to reflect on her practice and regularly accesses training which help towards the development and improvement of her provision.

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

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

- ensure resources provided do not present a hazard to children
- implement effective systems with which to work in partnership with other early years providers, in order to maintain cohesive learning experiences for those children attending more than one setting

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

The childminder has implemented effective written risk assessments which are used to maintain children's safety and security, both within the childminder's home, environment and on outings. Daily visual checks of the premises, toys and equipment are routinely carried out before children arrive. However, during the inspection, the childminder noticed a play resource that was potentially a hazard to children, should they continue to use it. All fire equipment is regularly checked and children regularly practise emergency evacuation procedures with the childminder in order to learn how to keep safe in emergency situations.

The childminder demonstrates confidence in her knowledge, understanding and ability to follow the Local Safeguarding Children Board procedures, if required. She supervises children at all times and a record is kept of all visitors to the childminder's home

Children play in a well organised environment. A wide range of interesting and appropriate toys is provided, which includes resources to promote positive awareness and respect of people's differences. Children routinely learn about other cultures and festivals, diversity within the local community and wider world. The childminder accesses a sharing scheme to extend the range of playthings, children have access too.

The childminder knows the children very well. From the onset she works closely with parents to ensure that their children's individual needs, preferences and abilities are identified, respected and met. Information continues to be shared regularly and effectively with parents. The childminder has developed individual folders, which contain examples of children's work, written observations and photographs. These are used to celebrate children's achievements and identify "next steps" for their learning and development. Some children also attend other provisions but the childminder has yet to establish links to maintain a shared approach to children's care and learning. Parents provide letters, stating their satisfaction at the good quality care the childminder provides.

The childminder has implemented the recommendations raised at her previous inspection, such as providing children with opportunities to be aware of and respond in emergency situations. She has attended several training courses, for example culture and diversity and is keen to develop her skills through additional training in the future. She makes good use of advice and support from other childminder's and from outside agencies. She monitors and evaluates her practice by using Ofsted's self-evaluation documentation All above contributes to demonstrate the childminder's commitment to maintain continuous improvement.

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

Children are very happy, settled and content. They have formed strong and trusting relationships with the childminder and her family. Children's behaviour is very good; they are polite, helpful and share their playthings well. As a result they are developing good social skills for the future. Photographs of activities the children take part in, when with the childminder, are displayed around her home. This provides children with a sense of belonging as they proudly show off their art work and photographs.

The childminder has a good understanding of the Early Years Foundation Stage. Her observation records relate to the six areas of learning and identify appropriate next steps in children's development. The childminder develops her planned activities around children's interests and development. Although this is in written format and shared with parents, the childminder is flexible in her approach and open to change depending on the children's interest.

Children become engrossed in art activity, tracing then painting pictures using a variety of tools from hands to sponge printing blocks and various sized paint brushes. Additional resources, gluing and sprinkles enable children to experiment and achieve different outcomes. Children enjoy experimenting with colour as they mix different paints together. They revel in the praise and sense of achievement when outcome completed. Children enjoy being outside, and benefit from fresh air and physical exercise each day in the well-resourced outdoor play area. They particularly enjoy playing with water, squealing in delight as they jump on the water mat, making water spray at differing heights. Children confidently chat with the childminder who listens attentively and asks open ended questions to encourage language skills and widen their vocabulary. Children's independence is promoted well, as they access items of suitable clothing for particular play activities. Resources are provided around the childminder's home for children to freely choose their own play. In addition, the childminder has produced a picture book of all her resources, which children can look through and choose an item they wish to play with. Good use is made of local community groups, providing children with variety and opportunities for play and interaction with other children, thereby allowing them to further develop their social skills and an awareness of the diversity of people in the wider world.

Children are beginning to learn about healthy lifestyles as they follow established health and hygiene procedures. They routinely wait to have sun cream applied before accessing outdoor play, when sunny. Children wash and wipe their hands regularly throughout the day. Parents provide packed lunches and the childminder keeps parents informed on how much they have eaten. Drinks are made available to children throughout the day. They are regularly reminded where their drinks are particularly, when playing outside in case they are thirsty. Parents are informed of any accidents or illness at the setting and suitable systems regarding the administration of medication are in place. Children learn about how to keep safe, as they are encouraged to sit on chairs properly and be aware of slippery surfaces,

whilst playing with water.

## 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	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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