

## Inspection report for early years provision

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<b>Unique reference number</b>	151384
<b>Inspection date</b>	03/08/2011
<b>Inspector</b>	Dawn Biggers
<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 2000. She lives with her husband and two children aged 15 and 17 years in Paignton, Devon. The whole of the property is used for childminding and there is an enclosed courtyard for outside play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight at any one time; of these, three may be within the early years age group and of these, two may be under one year. The childminder is currently caring for six children, of whom four are within the early years age group.

The childminder takes children on various outings to the local parks, beach, farms, aquarium and zoo. She holds a level 3 childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a supportive, very safe and welcoming environment for children to learn. Therefore, they are settled, happy and make good progress in their learning. The childminder has effective partnerships and relationships with parents. She keeps them well informed of how their child has been and the progress they are making. Self-evaluation identifies areas for her own development, within her good capacity to maintain continuous improvement. Overall, assessments of children meet their individual needs. However, a statutory requirement relating to children's welfare is not being fully met.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medication from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)
- 10/08/2011

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

- improve the use of observational assessments, to identify and plan for children's next steps towards the early learning goals.

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

Children are cared for in a very safe, organised home where they are vigilantly supervised. They explore a good range of highly maintained toys and resources, as these are easily accessible and organised well in low-level storage boxes. Therefore, they make choices and safely access areas, such as the ground floor toilet. Very clear precautions have been taken to minimise potential hazards, such as daily checks of the home and extensive risk assessments, which are implemented for the home and outings. Excellent safety equipment and household measures support children's safety well. For example, the garden is securely enclosed and monitored by an exterior intruder alarm. Very good procedures for outings include; carrying an emergency pack with clear contact details for each child, and professional car seat safety checks have been undertaken. The childminder has a clear understanding of safeguarding children. She has a good awareness of child protection issues and knowledge of the guidance of the Local Safeguarding Children Board.

Good relationships are established with parents. They are kept well informed of how their child has been through daily discussions. Detailed information is available and displayed for parents about her practice, alongside leaflets and outing information, and her very good range of policies and procedures. The childminder completes a learning journal, 'passport' with photographs of children at their play, observations and examples of their work. She also uses a communication book. Therefore, parents are fully informed and involved in children's learning. She has established good links with other settings children attend, by contacting them and discussing their individual needs and has been proactive in sharing their progress. Very positive feedback is provided by parents about the childminders services, 'exemplary' care and level of activities. She values their cultural backgrounds and facilitates opportunities to extend their awareness of differences, through local group activities. They engage in celebrations, which include dressing up as a 'dragon' and using chopsticks with noodles. She also uses her resources well and prepares them for events, such as the inspection by using a story. The childminder's good organisation enables her to plan to meet children's individual needs and interests. Therefore, activities take account of their different ages and abilities.

The childminder has implemented an effective system, to evaluate and identify plans to bring about further improvements for children. This includes attending regular training to develop her practice and procedures, in regard to 'special needs' and updating her first aid qualification. Alongside her complaints procedure, she added information for parents from their feedback, about 'what to do if you have a complaint about me or my service'. She has continued to develop her assessment records and established clear links with other settings, enhancing the sharing of information to support children's good progress.

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

Children are happy, settled and secure. They have fun and interact well with the childminder as they have a warm, caring relationship. She is enthusiastic and responsive to their individual needs and children have positive attitudes to learning. Therefore, there is a good balance of adult-led and child-led activities. A group activity engages them all and enhances their awareness of nutritious snacks, as she introduces a very good selection of fruits for them to taste and explore. She encourages their use of their senses and to develop skills whilst using a knife with varying control. They enthusiastically feel the texture of the fruit and taste it, and express their likes and dislikes. She confidently extends children's play for example, introducing the scissors to a creative activity to challenge their manipulation skills. Activities take account of different ages and abilities; therefore, they develop independence whilst using the glue stick or are given support. Children's language is encouraged well as the childminder asks questions, and encourages their confidence to engage and build relationships. She helps them to pronounce the letter sounds of their names, whilst writing this on their picture. The childminder has implemented detailed records of children's progress using observations, photographs and examples of children's work and is knowledgeable about how they learn. However, the identification of children's next steps is less well established within her assessments. Her good understanding of their development still supports them well.

Children use language well to express themselves and develop good skills for the future. They tell you about the video they have watched and share that the fruit they taste is 'warm', and smells like 'mint'. Children spontaneously count to ten; they use the childminder's fingers and are then challenged to extend this further with support. Children engage well, for instance an older child shows a younger sibling a book and they look at this together. They recognise their achievements when solving the problem of 'how to cut around the fruit stone' and share 'I did it'. They learn about how things grow from planting vegetables with the childminding group. Due to their interests in transport, they visit the model railway. Their good interactions mean that they use their imagination as they build with the construction, and follow the lead from their sibling whilst manoeuvring their 'construction ship' around the floor. They learn about the wider world, engaging in sponsored activities to fund raise for various organisations.

Children are confident and well behaved. They receive constant praise and encouragement and are familiar with the routine, sharing 'it's tidy up time'. They are cooperative and responsive and establish good relationships with each other. The childminder supports young children well, acting as a role model whilst they learn to share and use manners. Children develop very good awareness of keeping themselves safe for example, they learn about road safety and practise this, and have clear rules for outings such as holding hands or the buggy. Discussion sensitively includes making them aware of strangers. Children use equipment very safely, such as the scissors and knife, as the childminder talks about this during closely supervised activities. Visits in the community effectively reinforce their awareness of safety measures and precautions. This has included discussions and

visiting the fire station. Well planned daily outings support children's social interactions and enjoyment of the outdoors, and knowledge of the wider world such as visits to the farm, zoo and aquarium.

Children learn about healthy lifestyles by enjoying lots of fresh air and physical exercise. They go out daily as activities include walks, visiting places of interest and using equipment to support their good coordination. They practise skills such as climbing, manoeuvring a swing and running within space. Children enjoy a well balanced diet, as nutritious snacks are provided by the childminder and lunches by their parents. They independently access their water containers and these are replenished frequently, as the childminder monitors their fluid intake. Children develop good independence with self-care; they confidently access the toilet, wash their hands and use disposable towels to minimize the risk of cross-infection. The childminder has effective procedures to change children's nappies. Detailed records have been kept of accidents and medication given to children. However, permission has not been obtained for prescribed creams and therefore this is a breach of the statutory requirements of the Early Years Foundation Stage.

## 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	1
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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified as in the Early Years section of the report (Safeguarding and promoting children's welfare) 10/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified as in the Early Years section of the report (Safeguarding and promoting children's welfare) 10/08/2011