

Inspection report for early years provision

Unique reference number	155005
Inspection date	27/09/2011
Inspector	Sarah Wignall
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2001. She lives with one child in the town of Paignton in Devon. The whole ground floor of the childminder's home is used for childminding. A garden area is used for outdoor play activities. 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 five children attending who are in the Early Years age group. They live locally and some also attend other early years settings. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the Devon Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's individual needs well. She provides a varied range of activities that they enjoy and that helps them make good progress in their overall development. The childminder works well with parents to meet children's needs, however partnerships with other providers are not yet fully established. The childminder is committed to providing good quality care. She has addressed the recommendation set at the last inspection and demonstrates a good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop further observation and assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child
- develop further methods of working in partnership with other settings to support children's development and progress.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound awareness of safeguarding and has policies and procedures in place to support her practice. She provides children with high levels of supervision and follows established procedures to ensure children remain

safe and secure at all times. For instance in settling babies in safety seats while she accompanies older children upstairs to use the bathroom. She carries out risk assessments and daily checks to ensure all safety equipment is in place. She monitors children's health and safety and accidents are recorded and shared with parents. She regularly checks her fire detection equipment and talks to children about fire safety using everyday situations to reinforce the message. For instance when fire engines are called to a neighbouring property she reassures children about their role in helping people and keeping them safe.

Children are cared for in a well organized home environment. Most care takes place on the ground floor where children can use the garden under supervision. The childminder provides children with a varied range of age appropriate resources which are accessible in the lounge and dining room. Children make their needs known for instance in requesting the dressing up clothes or responding well to the childminder's suggestions for play. The childminder links closely with another local childminder providing children with the opportunity to mix and play with others. Very good use is made of local attractions and facilities such as the local country park, beaches and play parks. The childminder promotes equality and diversity well. She ensures all children are fully included and have easy access to relevant resources and support to help them make good progress.

The childminder clearly enjoys her role working closely with children. She ensures her knowledge and skills are up to date through regular support visits from the local authority and discussions with other childminder's. She works closely with parents to share relevant information on a daily basis. They have access to policies and procedures and relevant paperwork is in place. Recent letters from parents confirm their satisfaction with the care their children receive. The childminder ensures parents are informed of any developmental concerns and these are jointly monitored. Children have only recently started attending other settings that deliver the Early Years Foundation Stage and the childminder has yet to establish effective links to support continuity of care and learning.

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

Children are very happy and settled with the childminder. They have established a warm and affectionate bond and children respond very well to the positive and caring ethos in the home. They are happy and engaged enjoying playing with a varied range of resources each day. They confidently make their needs known, demonstrating a strong sense of security and belonging. For instance they ask for the dressing up clothes and eagerly put on dresses and hats to support their play. Children demonstrate good physical skills as they get themselves dressed with minimal support from the childminder. Babies are happy and settled. They enjoy selecting and handling different resources for instance shape sorters and books. Babies demonstrate good mobility as they crawl around the lounge and use the furniture to pull themselves up. The childminder gently and sensitively supports them giving them praise and encouragement as they move about.

Daily routines are flexible and based around children's individual needs and interests. Children enjoy playing with their friends and they sit together at the table playing with small world resources and chatting about their game. Older children are confident communicators. They eagerly and confidently talk about different situations for example describing themselves and others as they look at photographs of past events or comment on drawings they have done. The childminder encourages children's language development as she talks to them, asking questions that extend their learning. She encourages younger children to join in rewarding them when they answer questions and contribute to discussions. Good use is made of books for regular story times and children join in with the story pointing at pictures and talking about the characters, helping to develop language and communication skills.

Babies and children are content and settled because their physical and dietary needs are well met. The childminder works closely with parents in following their wishes for sleeps and feeds and packed lunches are given in accordance with parents wishes. Children are encouraged to eat well and drink regularly during the day. Good use is made of the garden and adjoining playing field for fresh air and exercise. The childminder uses the garden well to promote other areas of learning. For instance children learn about growth and change as they plant and grow sunflowers and tomatoes. They learn about shape and size as they monitor the height of the sunflowers and see who has the tallest. Children demonstrate a good awareness of safety and readily help pack away small items so that babies cannot access them.

The childminder has a good awareness of children's individual needs. She has started to carry out observations of them which she is beginning to use to set next steps. She takes regular photographs of children at play to support her observations. She is keen to develop her observation and assessment systems and involve parents in more regular discussions around progress and development. Children clearly enjoy their time with the childminder. They are enthusiastic learners playing and working alongside their peers and learning the need to co-operate with others. Babies are developing their early fundamental skills and actively explore their surroundings. These skills equip them well for future learning.

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	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	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----