

## Inspection report for early years provision

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<b>Unique reference number</b>	154152
<b>Inspection date</b>	27/09/2011
<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.

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## **Description of the childminding**

The childminder was first registered in 2001. She lives with her husband and secondary school-aged daughter in the rural village of Coryton near Lewtrenchard, Devon. The whole of the ground floor is used for childminding and a bedroom on the first floor is available for sleeping purposes during the day. Children have access to a fully enclosed rear garden. The family has a range of pets including four dogs, two cats and hens.

The childminder is registered to care for a maximum of six children under eight at any one time, no more than three of which may be in the early years age range. She is currently minding nine children in this age group. The childminder also offers care to children aged over five years to 11 years. When working with an assistant, a maximum of nine children may be cared for, of which six may be in the early years age group.

The childminder is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Overall, children are happy, settled and safe in this homely environment. The childminder and her assistant demonstrate a good awareness of children's individual needs and plan activities that enable them to make good progress in their learning and development. Relationships with parents are positive and good links have been established with other early years providers. The childminder uses self-evaluation in order to assess her setting, although has yet to incorporate views from others in this process. She has met all the recommendations set at her 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:

- carry out regular fire drills to develop all children's awareness of how to keep themselves safe in an emergency situation
- develop further systems of self-evaluation to identify the setting's strengths and priorities for development to improve the quality of provision for all children, with particular regard to incorporating the views of children, parents and carers.

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

The childminder and her assistant have a good understanding of how to safeguard children. They have both accessed training and are secure in their knowledge and understanding of the processes to follow should either of them have any concerns about a child in their care. The childminder ensures that all adults in the household are suitable to be in contact with children. The childminder provides a safe environment for children to play in. She frequently checks fire equipment. However, she has not recently completed a fire drill and, therefore, children new to the setting are not familiar with the evacuation procedures. Clear, well documented risk assessments around the childminder's home are in place and are regularly reviewed to ensure children are kept safe.

The childminder provides a well-organised range of resources which enables all children to make choices in their play. The wide range of interesting and appropriate toys includes resources to promote children's awareness of diversity. Art and craft activities and celebrations are incorporated into the planning to promote children's awareness of their local environment and the wider world.

The childminder has developed a positive, working partnership with all parents. They share information which ensures children's individual needs are met well. The parents are very pleased with the care and additional support the childminder provides to their families. The childminder uses scrapbooks to record observations of children's progress. These are used to identify areas to promote children's learning and development and these are regularly shared with parents. In addition, daily diaries for parents with younger children are used for recording information, such as sleep patterns and activities throughout the day. The childminder has developed good links with other early years settings to enable children's individual development needs to be met.

The childminder demonstrates a good commitment to her professional development and practice. She expands on her wealth of experience and knowledge by attending a range of childcare courses and by sharing good practice and advice with other childcare providers. The childminder and her assistant reflect on the provision, evaluating the activities they provide as well as their own practice. They have produced a written self-evaluation document identifying areas for improvement. However, they have yet to fully develop systems to involve parents, carers and children in assessing the quality of the service provided.

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

The childminder and her assistant provide a homely environment where children are very relaxed and clearly feel at home. For example, children happily enter the house, confidently leaving their parents and eager to play. Children have developed a close bond with the childminder and her assistant and feel safe and

secure. For example, young children quickly fall asleep for their naps when the childminder notices and responds to their individual signs of tiredness. The childminder arranges the resources and playthings close to children which allows them to access them independently. Children become engrossed in the activities as they glue leaves onto cardboard rolls or paper and design their own trees. They discuss the colours of autumn as they look at the varying browns, greens and reds of the leaves they have collected. They revel in the praise and sense of achievement when they finish. They confidently use small tools, for example as they play in the sand tray or at craft activities. They are learning to share playthings and take turns which helps develop important social skills for the future. They are provided with opportunities to socialise with others and develop an awareness of the local community as they visit groups or exhibit art and craft displays at local village shows. They are developing good communication skills as the childminder and her assistant chat to them and encourage younger children to mimic sounds. Children enjoy looking at books and snuggling up for a story. They are learning about shape and number through various play activities and rhymes and the childminder and her assistant use simple mathematical language with them.

The childminder and her assistant demonstrate a good understanding of the Early Years Foundation Stage. They keep effective observation records relating to the six areas of learning and plan interesting activities built around children's individual interests and development. For example, the childminder has identified concentration and sitting at an activity for a period of time as areas for development. As a result, she is introducing ways to allow children to undertake a craft activity and be happy with the finished item without having an adult sitting next to them all the time. Children enjoy movement and action songs as they repeatedly ask to sing 'twinkle, twinkle' and 'five speckled frogs'. They benefit from fresh air and exercise on a daily basis and play an active role in growing plants and vegetables. They prepare their produce as part of their meals or as food for the hens. Their knowledge and understanding of living things is further developed as they care for the chickens, observe the laying and hatching processes and collect eggs to eat. They are learning about good hygiene as they follow thorough hand washing procedures and use paper towels to prevent cross infection. They are also learning about keeping safe. For example, they are gently reminded how to sit on chairs safely and are learning that they must only go on the trampoline one at a time.

## 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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