

Inspection report for early years provision

Unique reference number	103998
Inspection date	12/10/2011
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 was registered in 1994. She lives with her husband and daughter in a bungalow in the village of Bow, near Crediton. The family has a pet cat. Children access the whole of the property, including an enclosed garden for outdoor play. 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 at any one time; three of these may be in the early years age group. She is currently minding 18 children in the early years age group, all of whom attend on a part-time basis. The childminder 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 very well overall. The childminder uses her knowledge of each child most effectively to plan activities that are interesting and challenging. As a result, children make good progress towards the early learning goals in all areas. Overall systems for sharing information with parents and other settings are effective. The childminder reflects well on her practice, and her self-evaluation is focused on achieving and sustaining good quality outcomes for children. As a result, the childminder demonstrates the capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop processes for sharing information regarding children's learning and development, where children attend more than one provider of the Early Years Foundation Stage
- improve the risk assessment so that it covers everything with which a child may come into contact, with specific reference to the glass panels in a door.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, and her effective implementation of these supports the safeguarding of children. The childminder's understanding of issues that may raise

safeguarding concerns is good, and she makes use of training opportunities to refresh her knowledge. Parents receive copies of the childminder's safeguarding policies and procedures, to ensure they understand that she has a responsibility to protect children in her care. Overall, the childminder shares information with parents very well. For example, as part of her self-evaluation process, she has reviewed and made changes to how parents are provided with information, such as policies and procedures that support the welfare of their children. The childminder also identified that there were some weaknesses in her systems for gathering information from parents, including written consent to go on outings. However, this is currently being addressed, as the childminder is updating all parental consent forms. The childminder's strong relationships with parents result in very good two-way sharing of information about children's changing requirements as they grow and develop. As a result, the childminder is extremely well informed about each child's needs. She uses this knowledge most effectively to provide a welcoming and inclusive environment where children feel at home and quickly become confident that their individual needs will be met. The childminder cares for some children who have recently started to attend other settings that deliver the Early Years Foundation Stage, such as pre-schools or nurseries. She talks to staff about the children's day when she collects them. However, she has yet to develop a process to share information relating to children's learning and to use this in planning for individual progress.

Children are kept safe and secure, and, overall, the childminder's health and safety routines help to protect them from harm. The childminder conducts daily risk assessments of her home, her garden, any outings, and activities and resources used by children. Generally these are effective; however, there are weaknesses in how some risks have been addressed. For example, glass panels in a door are not safety glass and so could be a hazard if children fall against it. The childminder has partially minimised the risk to children by arranging furniture so the door is not easily accessible most of the time. However, at times the door is used to access some of the childminder's extensive range of resources. Therefore, although children are strictly supervised as they move between these two areas, there are occasions when the risk of an accident is more pronounced.

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

Children's welfare, learning and development are promoted well. The childminder uses her good understanding of how children learn and develop through play to provide interesting and stimulating activities that promote learning in all areas. As a result, children make good progress towards the early learning goals, relative to their starting points. The childminder involves children in planning what they do. Therefore, they are enthusiastic participants in activities that stem from their own interest and enthusiasm. For example, children thoroughly enjoy playing simple board games, where their counting skills are developed as they roll the dice and move their pieces around the board. The childminder extends this interest very

well by suggesting to children that they make their own version of a current favourite, snakes and ladders. Children eagerly make their own game board, drawing squares on paper and carefully colouring and numbering each one. Children demonstrate their understanding of concepts such as up and down, and higher and lower as they talk about where they will position their snakes and ladders, and they concentrate very well as they draw these in place. The childminder makes good observations of children, which she uses well in monitoring their progress and in identifying their next steps in learning. She has made good use of self-evaluation to make improvements to children's learning diaries, for example, making clearer links between observations of what children do, how this builds upon prior learning, and where this shows progress is being made towards the early learning goals.

Children are very confident communicators, benefiting from the childminder's good use of discussions to encourage their creativity and critical thinking skills. For example, while using recycled materials to make telescopes, the childminder promotes animated discussions about what children might see through a telescope. Children talk about using a telescope on a ship to see 'things that are far away', and to watch birds. The childminder encourages children to talk about the different places where they have seen birds, such as in the garden and at the seaside. Children thoroughly enjoy exploring different sounds and making simple rhymes. For example, while washing their hands before having their snack, children remark upon the 'glug glug' sound the water makes as it goes down the drain, spontaneously rhyming 'glug' with 'plug'.

Children are extremely confident and demonstrate high levels of self-esteem in their interactions with each other and with the childminder. Children's behaviour is very good, and the childminder is extremely skilled in encouraging children to express their emotions appropriately. For example, the childminder teaches children that it is acceptable to feel tired or grumpy sometimes and that she is always there to provide a cuddle and to talk things through. Children learn that they must not take their feelings out on each other, for example, by shouting at their friends. As a result, children are very confident in expressing themselves and their needs in an appropriate fashion.

The childminder places a strong emphasis on teaching children to be aware of how to keep themselves safe. For example, before going for walks in the village, the childminder talks to children about safety routines. She asks children to remind her and each other of what they should do to remain safe when they are crossing the road and walking along the pavement. Children take part in monthly fire drills, and as a result, are well informed about how to safely evacuate the childminder's house in an emergency. Children understand that some activities they enjoy have an element of risk and they learn how to conduct themselves safely, for example, when using climbing apparatus at the park. Children engage in a good variety of physical activities that provide them with daily exercise. They make effective use of the childminder's garden to play active games, such as football and catch, and run races with each other. Children enjoy moving their bodies in time to music and creating their own dance steps to favourite songs.

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
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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

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