

## Inspection report for early years provision

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<b>Unique reference number</b>	104373
<b>Inspection date</b>	14/10/2011
<b>Inspector</b>	Susan Scott

<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 lives with her husband and pet cat in a semi-detached bungalow in Marldon, on the outskirts of Paignton. There is a secure patio area to the rear of the house and an enclosed front garden.

The childminder has been registered as a childminder since 1993 and is currently registered to care for six children under eight years, of whom no more than three can be in the early years age group, and of those, no more than one can be under one. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and offers a flexible service, but not overnight care. A total of 12 children attend on a part time basis and four of these are in the early years age group. Children with special educational needs and/or disabilities and children with English as an additional language are welcome.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by the childminder who provides good support for individuals and their families. Children's individual interests and skills are observed and assessed and are used effectively to plan for their progress in all areas of learning and development. Children's welfare and safety is promoted well and documentation required for the safe management of the provision is generally well maintained. Frequent, varied and stimulating outings that are organised enhance children's learning experiences. The close relationships between the childminder and the children's parents also support children's care and learning mostly highly successfully. The childminder uses self-evaluation well to identify improvements she can make and attends training in order to continuously improve the service offered.

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

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

- ensure the record of risk assessment clearly states any action taken following a review or incident, for example, action taken to minimise the risk of the hearth and fireplace (Documentation) 25/11/2011

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

- explore further ways to encourage parents to contribute to self-evaluation to support collaborative working.

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

The childminder has a clear understanding of her responsibility to safeguard children's welfare. She supervises the children well and implements well-understood procedures and safety measures to promote children's safety. The childminder has developed a variety of clear and informative written procedures, including those to safeguard children, what to do if a child is lost or uncollected and an emergency evacuation plan, that she shares with parents to ensure they are clear of her responsibilities. Risk assessments are carried out for outings and all areas of the home. The childminder takes prompt action to minimise any identified risks to children's safety. She maintains a record of her risk assessment but does not always remember to detail action taken following a review, as required. For example, she has not noted the action taken to minimise the hazard of the fireplace and hearth. However, this has no impact on the children's safety because of the good safety measures she puts in place.

Children enjoy playing in the home and the childminder ensures resources are easily available and support a variety of play and learning. Children enthusiastically participate in stimulating outings which the childminder plans to give them a broad range of experiences.

The childminder has attended a good range of training courses about early years care and education, and uses this to good effect so that children benefit from her knowledge. She is keen to build upon the strengths of her service and has completed a self-evaluation recently, accurately identifying the strengths and her priorities for improvement. The childminder has a good understanding of equality and ensures that children experience a warm welcome and feel a sense of belonging in her home. She has obtained some helpful information from parents and uses her own observations to guide her care and deliver a service which meets the individual needs of all the children in her care.

The childminder works closely with parents, sharing information about the care she offers. She takes account of the views of parents and has used questionnaires to try to gain further feedback as part of her self-evaluation. Children's progress records are shared with parents and there is a very good exchange of information about children's experiences in the childminder's care. Information is also exchanged concerning experiences at school and the childminder shares information with the local pre-school when children attend the setting as well as her own. This promotes consistency of care and also enables the childminder to plan experiences that enhance those they receive elsewhere. Parents are very pleased with the service they receive: they make positive comments about the experiences children have and write that they miss the good feedback when they leave. The childminder responds sensitively to all the children's families and uses a contact book with young children so that parents benefit from clear information about the routines. This enables consistent practice between children's care at home and their care here.

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

Children are making good progress in the childminder's care. Each child has a folder which has observations of their assessments, recording their skills, understanding and abilities. The childminder references her observations to the Early Years Foundation Stage and plans the next steps for children's development flexibly. She plans how to support progress in all areas of children's development. The childminder plans a very interesting and stimulating variety of trips and visits which children really enjoy. For example, they visit the beach and regularly attend different activity groups. Children learn about the autumn and collect fallen leaves to make collages. This enables children to learn through practical experiences and promotes their progress in all aspects of their development, such as learning about the seasons.

Children are protected in the event of an emergency as the childminder has well planned procedures to evacuate the house and she practises these regularly with the children. They are supervised very closely so that they are kept safe and the premises and resources are effectively organised to meet all their needs. Children learn basic safety rules in the home. They confidently ask if they want something or wish to visit the toilet and the childminder allows them privacy as well as promoting their independence. However, she is always on hand to assist as needed. Children develop an understanding of good hygiene when they use the soap dispenser when washing their hands or use wipes after messy play. Their health and wellbeing are effectively promoted. They enjoy healthy snacks and the childminder encourages them to try new foods. Children happily chat about their favourite foods such as strawberries and pears, reflecting the good dietary habits which are promoted by the childminder.

Children's behaviour is positive as the childminder uses praise to acknowledge their achievements which helps them to feel good about what they do. This positive reinforcement also encourages them to become more independent and confident. Children enjoy learning and show enthusiasm about what they have done; for example, three-year-olds are keen to show how name their own work. They learn to recognise the letters and sounds of the alphabet on a floor puzzle, as a result of the childminder's interaction that makes activities fun and appropriate to their development. Their language development is supported by the childminder's patient and humorous discussions with them and her questions encourage their communication skills. For example, the children learn new words when discussing the toy crocodile and the childminder says she is brave. Children develop their numeracy skills through counting and learn to identify colours through activities such as drawing and games. They are developing their understanding of mathematical language when the childminder uses terms, such as, bigger and more.

Children ride wheeled toys and engage in vigorous physical play regularly, developing their motor skills by using the varied large apparatus in the garden and learning to balance and jump at activity groups. They engage in a very stimulating

variety of activities outside the home such as, visiting the local zoo and the museum; the childminder ensures that all the children experience exciting and varied activities outside the home that provide them with an understanding of all areas of learning. They recently visited a local public garden where they fed squirrels with nuts and observed how the squirrels buried them; this gave the childminder an opportunity to explain how animals hibernate and why they need to bury their food. Children successfully develop their understanding of safety when they take trips in the car or walk outside the home. They are well-supervised and learn that harnesses used in pushchairs and suitable car restraints help to keep them safe when they are taken out. Children also learn how to keep safe by talking to the childminder about road safety and the dangers of traffic.

Children enjoy their time with the childminder and the interesting learning experiences offered enable them to explore the play environment and build upon their skills and understanding. For example, they learn how to use resources such as programmable toys and develop a range of social skills by playing with children of varied ages. The children benefit from regular trips to collect the older children from school which promotes their understanding of the community and the progress of their own lives. They support a charity which improves the education of children in Africa, and they voluntarily agree to go without a treat some times in order to donate some money towards this. This teaches children about the lives of others in different cultures, but also emphasizes positive experiences.

## 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

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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

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