

## Inspection report for early years provision

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<b>Unique reference number</b>	117358
<b>Inspection date</b>	02/11/2011
<b>Inspector</b>	Elaine Douglas
<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 registered in 1999. She lives with her husband and teenage child. They live in a house in the Plympton suburb of Plymouth, close to shops, parks, schools and public transport links. The whole of the ground floor, including a conservatory set up as a play room, is used for childminding. Toilet facilities are on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three children may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 14 years. The childminder collects children from the local school. The provision 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.

The childminder knows the children well and provides generally good interaction to promote their learning. Most resources are well deployed so that overall, all children make good progress towards most of the early learning goals. Good procedures safeguard children and promote a healthy lifestyle. Partnerships with parents is the strength of the setting and is significant in ensuring that children's individual needs are met. Self-evaluation is generally effective in identifying most targets for continuous improvement.

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

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

- extend self-evaluation in order to identify more accurately where systems need improvement to better meet children's individual needs
- increase the children's opportunities to find out about and identify information and communication technology, and to access resources which promote their imagination and creativity in adult-led activities, to further support their learning.

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

The childminder keeps children safe and secure through good procedures. She displays emergency evacuation procedures at each exit and maintains her fire detection equipment in good working order. The childminder has organised random phone calls to enable her to practice different evacuation scenarios. The

childminder has had recent training in safeguarding children and has a good understanding of the procedures to follow. Good risk assessments cover all areas of the provision and support risks are minimised. The childminder takes good information on outings to help safeguard children in the event of an emergency. All required documentation is in place and organised well to safeguard and protect children's welfare. Clean, warm premises protect children's health. Good procedures on outings include taking emergency information, drinks, first aid equipment, sun cream and hats.

Parents have excellent opportunities to comment on the provision and express their own views. They comment on the high standards of care and support. The childminder uses information from the local authority advisers to keep up-to-date and review her practice. She regularly attends conferences and workshops to update her knowledge and share good practice. Through generally good self-evaluation, the childminder has improved her planning and assessments. Boxes and low-level units are now labelled with photographs and words, to ensure equal opportunities for all children. However, the system does not identify all areas for development which will better meet children's learning needs.

Children have good access to resources in the well organised conservatory, which the childminder uses as a playroom. However, there are limited opportunities for children to use information and communication technology to support their learning. Good access to resources and activities promotes children's awareness of diversity. Children have good opportunities to learn about their own environment and access the outdoors.

The partnership with parents is excellent and enhances children's care. The childminder keeps parents very well informed about all aspects of the provision and ensures they are involved in all decisions. The childminder provides a flexible provision and is highly effective in supporting parents and meeting their wishes. Well documented policies and procedures ensure all parents receive consistent information. They regularly see their child's development records and their contributions are included. The childminder has actively sought to work in partnership with others sharing care of the children, to provide consistent care and learning. She meets children's care needs well through the very frequent exchange of information. For example, one child goes for a sleep because of a disturbed night.

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

Children are happy, settled and confident in the childminder's home. They are extremely well-behaved and spontaneously tidy up the toys when they have finished with them. Children build good relationships with each other and the childminder. They appropriately indicate their needs, such as asking for a drink or sleep. Children learn to value people's differences by engaging in a range of activities and experiences to help support this. For example, they wear traditional Chinese costumes and learn to use chopsticks.

Children are encouraged to be involved and enjoy stories using props. Good access to books and games enable children to initiate their own learning. For example, one child chooses a number game and takes it to the childminder. Through sensitive encouragement the child links the items to the appropriate numeral. Children take appropriate responsibilities for small tasks and develop generally good skills for the future.

Overall, the childminder provides good interaction, encouraging children to engage in conversations and increase their vocabulary. She listens and responds well to get them, providing a good role model. Consequently, children are confident communicators. They name colours, count and describe textures. However, some adult-led craft activities do not challenge children's creativity and imagination, as they are too structured. The childminder keeps extensive written observations linked to photographs of the children engaged in activities. This provides a very individual record of each child's development. The childminder uses these to plan for children's continued development towards most of the early learning goals. Consequently, they make good progress overall.

Children develop a good awareness of safe and healthy practices. For example, when on outings they learn about water and road safety. Children wash their face and hands, before and after eating, using individual flannels and towels to protect their health. They enjoy a range of healthy meals and snacks and have good access to drinking water. Children have daily opportunities to engage in physical exercise and use the outdoors. For example, they go on nature walks, collect natural resources and make them into pictures.

## 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	1

### 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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