

Inspection report for early years provision

Unique reference number	EY251254
Inspection date	10/11/2011
Inspector	Julie Wright
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 2003. She lives with her husband and two children, aged eight and five years. She lives in Plympton, approximately five miles from Plymouth city centre, Devon. The whole of the house is used for childminding, except the childminder's own bedroom. There is a fully enclosed garden for outdoor play. The childminder makes use of local facilities, including toddler groups, library activity sessions and parks.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children aged under eight years, three of whom may be in the early years age range, at any one time. When working with an assistant, she may care for six children under eight years; of these, six children may be in the early years age range. Registration includes overnight care for up to two children, at any one time. There are currently five children on roll, four of whom are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and their individual needs are securely met. The childminder provides a safe, stimulating environment. Children make good progress. Procedures to assess children's development are mainly effective. The childminder has positive relationships with parents, which contributes to consistent care for children. The childminder reflects on her practice and demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the assessment procedures to clearly identify children's developmental starting points and capabilities, and provide opportunities for parents to contribute to the ongoing records of progress.

The effectiveness of leadership and management of the early years provision

The childminder provides good supervision and support to children in her care. She conducts regular risk assessments in order to identify potential hazards to children. Effective measures are taken to reduce risks. Clear emergency contingency plans are in place. The childminder carries relevant contact details at all times and has

the required written consents from parents. All policies and procedures are implemented to promote children's health, safety and welfare. They are up-to-date and include information about the Local Safeguarding Children Board procedures. The childminder attends training to maintain secure knowledge and awareness of safeguarding issues.

The childminder provides suitable routines to meet the individual needs of children. Activities and resources are well organised and provide children with a good variety of play opportunities. Toys and equipment are in good condition, accessible and used effectively to promote children's learning. The childminder has sound awareness of children's needs and preferences. She is attentive to children and quickly responds to their ideas and suggestions. The childminder's husband acts as an assistant at times, which extends the support to children. Clear policies and procedures are in place to promote partnerships with others, in the interest of children's welfare. The childminder describes suitable transitional arrangements to help children as they move onto school. She promotes inclusion and equality of opportunity in her practice. For example, the childminder has introduced 'signing' to encourage communication and language skills. She considers children's attendance patterns and rotates activities, so that each child has chance to participate. Varied resources reflect positive images of diversity, which helps children to value difference. The childminder praises and encourages children in their activities. Children respond well and are proud of their achievements.

The childminder has made good progress in her implementation of the Early Years Foundation Stage framework. She observes children in play, makes note of their next steps and links activities to the areas of learning. However, initial planning does not clearly identify children's starting point and capabilities. Effective introductory procedures are in place to help children settle-in. The childminder uses daily diaries to keep parents well-informed about children's activities and progress. Frequent discussions take place to ensure a consistent approach and to meet children's needs. As an example, the childminder and parents discuss potty training for younger children. Dietary requirements are met by the agreed arrangements. Parents have high regard for the childminder and are very happy with the care given. They comment on the 'excellent service' and 'caring, attentive, flexible' childminder. Since the last inspection, the childminder has attended a number of training courses. She has fully addressed the previous recommendation and also acts on advice from the local authority development service. The childminder has sought additional resources for example, creative play materials. She has devised a self-evaluation form and clearly identifies aspects to develop further.

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

Children feel safe, secure and happy in the care of the childminder. They form good relationships with the childminder, family members and each other. Children play very well together, learning to share and take turns from an early age. They show interest in their surroundings and move around with confidence. For

example, children select toys in the conservatory and discover how they can make different sounds and effects. In the play room they choose from a wide range of activities such as, construction toys, games and role-play resources. Children concentrate well and complete an activity before choosing another. They show a good sense of responsibility as they help to tidy and sort the toys into boxes. Children also develop independent skills and learn about healthy foods at snack time. They show developing coordination as they use safe, age-appropriate cutlery to slice their bananas. The childminder makes good use of routines and activities to promote children's understanding. For example, children follow good hygiene routines and carefully clean their hands at appropriate times. Fresh air and physical play benefit the children on a daily basis.

On outings, children understand what is expected of them and how to behave in a safe manner. Younger children wear distinctive wrist bands with the childminder's contact number for safety. Children recall learning through play for example, they dress-up in various costumes. They pretend to be a nurse in a hospital, or people in the fire and police services. This helps them to know about 'people who help us' with different roles and responsibilities. Costumes reflect various cultures and traditions, which help children to become aware of similarities and difference in people's backgrounds. Books are also readily accessible and reflect diversity. Children also visit the library and choose books that they can take home for shared experiences. Mark making materials are available for example, children use a drawing mat on the floor with coloured pens. Children enjoy creative play such as, making collages with glue, glitter and a variety of materials. They enjoy the sensory experience as they squeeze sponge pieces, compare smooth and rough and notice when their fingers are sticky.

Children use a good range of play materials for example, they investigate sand, water and dough. The childminder interacts well with children to promote learning. She incorporates colour, number and shape recognition in play. Speech and language also develop as young children repeat words, sounds and sing songs with the childminder. Children show awareness of their needs for instance, they know when they want something to eat or drink. They develop knowledge and understanding of the world around them in various activities. In the play room they have a tank with giant land snails, which helps them to understand about 'looking after' things. They visit the beach and experience different seasons such as, playing in the snow in winter. Children learn how things grow as they plant strawberries, sunflowers and cress. Role-play resources reflect everyday technology and children also use electronic toys. They have use of age-appropriate computer programmes, which help to promote their skills for the future.

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	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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