

Inspection report for early years provision

Unique reference number	EY361992
Inspection date	13/12/2011
Inspector	Anne-Marie Moyse

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 2007. She lives with her school aged child in Tavistock. The whole of the house is used for childminding and there is an enclosed decking area for outside play. The family currently have four rabbits, four cats and a cockatiel. The childminder is registered on the Early Years Register, and both the compulsory and voluntary part of the Childcare Register. She can care for a maximum of six children, including three in the early years age range.

The childminder offers a flexible childminding service seven days a week and can offer overnight care for three children. She currently has 15 children on roll aged between 19 months and 11-years-old, including 11 in the early years age range.

The childminder is able to take and collect children from local schools. Children are also taken to the local parent and toddler groups, children centre groups, library, play park and on outings. She is an active member of the local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this relaxed atmosphere, and their needs are very well met. They undertake a broad range of activities both in the home and in the local community to help support their learning and development. Overall most documentation is in place to support children's welfare, although risk assessments are not accurately recorded. The childminder is enthusiastic and is developing a reflective approach in monitoring her own development and evolving her practice to meet children's unique needs. She shows a good capacity to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- improve the record or risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident. (Suitable premises, environment and equipment) 30/12/2011

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

- extend the methods of recording and assessing children's achievements, sharing this information with parents and other providers, and agreeing ways of working together to extend children's learning

The effectiveness of leadership and management of the early years provision

The childminder takes sensible measures to promote children's safety and security in the provisions and when on outings. However, she had not accurately documented her risk assessments to confirm when and who completed the checks. This is a legal requirement, but has minimal impact on the safety of children as she is vigilant and supervises them effectively. She has recently refreshed her safeguarding training and is confident to follow appropriate procedures if she has any child protection concerns. Children are involved in fire drills to familiarise them with the procedures in the event of an emergency.

Excellent use is made of the premises, and an exceedingly well resourced environment enables children to freely access a vast range of activities and toys. Posters and displays provide a very language rich environment where children see that print carries meaning. Positive images of children from other cultures and societies are displayed around the home and are used for promoting discussions on peoples differences. The childminder has a clear understanding of different family's beliefs and supports these effectively. Children's own self-esteem is fostered as the childminder proudly displays children's art and photographs around her home, valuing each unique contribution. Regular outings to local groups and attractions extend children's understanding of the world around them and help them to socialise with others.

Partnerships with parents are strong. They have made some very positive comments on the qualities of the childminder, and find her a 'hard working' and 'bubbly' character. Thoughtful communication systems are used to ensure that information is shared effectively so children's differing needs are identified and supported promptly. Parents receive suitable information on the organisation of the provision. The childminder has recognised the need to improve her written policies and procedures to improve the accuracy of information for parents. The childminder makes observations on the children and keeps these in a learning journal to share with the parents. The childminder also monitors children's development, but at the moment the assessment and evaluation systems do not accurately support children's achievements or planned 'next steps' across all areas of learning. The childminder has made links with the other providers of the Early Years Foundation Stage that children attend, and shares practical information. However, at present there is no system to share information about the child's learning and development so that there is consistency and consolidation for the child at the various settings attended. The childminder works closely with other professionals, attending meetings when required to support children's needs.

The childminder is further developing her systems for considering and reflecting on her provision and has made some clear plans for improving her business and outcomes for children. These include improving her documentation systems and establishing planned meetings with parents to discuss children's learning and progress formally. She is committed to accessing further training and professional

development.

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

Every child is valued as individuals and unique in this provision. Their individual needs and personal routines are supported effectively so they feel secure and content. They have formed excellent bonds with the childminder and young children reward her with beaming smiles and plenty of cuddles. Children show they are confident and respectful of the environment and routines, helping each other socially and behaving exceptionally well. They are polite and well mannered, and beginning to take a responsibility in organising their own play and activities.

Children enjoy choosing what to play with and are promptly supported in their choices. Stories are read and the childminder extends their vocabulary and understanding as they talk about the story and what the pictures tell them. Children relate images in books to experiences they have recently enjoyed such as a trip to the zoo to see the giraffe being cleaned and washed. Young children are using their senses well, exploring various textures and materials comparing the feel of items with others. They are confident to move safely around the environment, developing their balance and mobility as they push the prams and dolls around. They use their imagination as they role play with the various high quality resources on offer. Craft activities are frequently available and children explore and investigate the various colours of the paint as they design their own pictures. The childminder interacts very effectively and encourages children to talk about the rainbow seen on the school trip, and which colours they saw. Children count and calculate, knowing familiar numbers and quantity, and develop skills for the future.

The childminder makes very good use to the community, taking children to various groups and play activities to socialise and extend their experiences. Children learn how to walk safely along the road and the childminder plays 'stop and go' games with them so they respond immediately to verbal instructions in case of an emergency. The children go on visits to the children's centre, on bus and train trips and have recently enjoyed a pantomime performance. Daily walks and outside play helps children to be healthy and active. This is very well balanced with meeting children rest and sleep patterns so they are consistently care for with their home life. Each child has a designated cot or bed with fresh linen, and their preferred settling routines are supported sensitively. Regular visual checks on sleeping children promote their safety at all times. Children's healthy is further supported by the good hygiene standards modelled by the childminder. They are offered healthy options to eat and encouraged to drink regularly, especially on awakening from a sleep.

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	1
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

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