

Inspection report for early years provision

Unique reference number	104381
Inspection date	14/12/2011
Inspector	Lynne Bowden
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1997 and lives in a three bedroom detached house, situated in a quiet, residential area on the outskirts of Ivybridge, in Devon. She shares the house with her husband. Children play downstairs and sleep upstairs. There is an enclosed outside play and deck area which is accessed through French windows. The dwelling is within walking distance of parks, schools and pre-schools. The family has a pet cat and tropical fish.

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 six children, three of whom may be in the early year's age range. There are currently 10 children in the early year's age range on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop confidence and a sense of security at this welcoming child centred setting, where they have warm relationships with the childminder. The childminder provides a range of activities which interest children and promotes their learning and development. Most of the necessary documents and records are available. Parents are kept informed about the provision and the childminder works with other providers to provide continuity of care and support transition.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment .
- 28/12/2011

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

- develop records of children's development and planning to support reflective practice, self-evaluation and continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder's training and clear safeguarding policy and procedures aid her in protecting children. The childminder has made her home very safe and secure, she conscientiously, closely, supervises and monitors young children. She carries out risk assessments and regular fire drills. Children are protected in the event of having an accident, because the childminder has updated her first aid training.

Records show that effective procedures are followed to treat injuries and administer medicines. However, due to an oversight not all parents have given written consent for the childminder to seek emergency medical treatment for their children. This is a specific breach of a welfare requirement and could impact on children's health. The childminder promotes healthy eating, encouraging children to eat fruit and vegetables and stores packed lunches appropriately. She serves lunch to the children as they sit comfortably, strapped safely into their high chairs.

The childminder is well resourced with an extensive range of toys including some showing positive images of people in different cultures. She ensures that her child centred home is pristinely clean and minimises risk of cross infection by using disposable gloves and hand gel in addition to hand washing. She provides towels and bedding for each child and makes regular checks on sleeping babies, whilst also using baby monitors.

The childminder uses her knowledge of children's development, individual interests and abilities to promote their learning and engage their interest, but she does not maintain records of children's progress and achievements, to enable her to monitor the effectiveness of her practice. The childminder works effectively with other providers to promote continuity of care and support children's transitions into pre schools and schools. Parents are informed about their children's activities and achievements through discussion and by text. Parents express their confidence in the care their children receive from the childminder and the progress that they are making.

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

Children are confident and comfortable in the childminder's home, where they have good relationships with her, going to her for cuddles and reassurance. The childminder's links with parents enables her to provide consistent care to children. She is able to follow their usual routines, so that they sleep soundly in the comfort of their cots. Children enjoy exploring and experimenting with the resources available. Quickly learning which buttons on interactive toys create their favourite noises. With encouragement and praise from the childminder, children practise and develop their balance and recently acquired walking skills as they walk between pieces of furniture and to the childminder. Children thoroughly enjoy stacking and knocking down towers of beakers and begin learning to count as they listen to and attempt to join with the childminder as she counts the beakers. They experiment as they sing whilst holding a stacking beaker over their mouths and listen attentively to the effect.

Children learn to communicate with increasing confidence. This is because the childminder is attentive and responsive to their attempts to communicate and encourages them to try to repeat sounds and words. They also learn about other ways to communicate including signing. Children develop awareness of diversity through use of resources available and discussions with their friends and the childminder. They enjoy exploring books with the childminder. Children learn about

good hygiene practices as the childminder explains why they need clean hands before eating and they observe the childminder presenting a good role model cleaning her own hands. Children become familiar with the evacuation procedure, because the childminder organises regular drills. They travel safely strapped into suitable seats in the childminders car and enjoy outings to local parks and zoos, where they learn about the environment and different animals. They socialise, exercise and develop their physical skills as they attend toddler gym groups.

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	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	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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