

Inspection report for early years provision

Unique reference number	EY431271
Inspection date	05/01/2012
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 has been registered since 2011. She lives with her husband and two children, aged five and three years, in Hooe, Plymouth. The house is accessed by steps to the front and to the rear garden. It is close to parks, shops, a primary school and beaches. Rooms used for childminding include the ground floor living room and dining kitchen. On the first floor, there is a bathroom and three bedrooms available for use with minded children. There is an enclosed rear garden for outdoor play.

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 four children aged under eight years, two of whom may be in the early years age range, at any one time. There is currently one child on roll who is in the early years age range. The childminder attends local carer and toddler groups and has a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has relevant experience and secure knowledge of child development. She provides a good range of resources and activities, which effectively promote most aspects of learning. The childminder works well with parents to meet children's individual needs. Children are happy, settle well and make good progress in her care. The childminder has begun to reflect on her practice and demonstrates a sound capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop systematic procedures to monitor and self-evaluate the effectiveness of the provision
- improve the opportunities for children to become aware of similarities and differences in a diverse society.

The effectiveness of leadership and management of the early years provision

The childminder implements comprehensive policies and procedures to promote children's health, safety and well-being. She takes effective steps to assess risks and minimise hazards. Routine fire drills are instigated by the childminder's husband. This provides a more authentic situation for the childminder to respond to and practise with children. The childminder is conscientious about safety for

children at all times. For example, she checks that toys and play materials are suitable for the children present. A sound monitor is used when children are sleeping upstairs to aid supervision. The childminder has secure knowledge and awareness of the Local Safeguarding Children Board procedures. Relevant policies are up-to-date and shared with parents. All required records and documentation for childcare arrangements are maintained in efficient order.

The childminder provides a warm, welcoming and stimulating environment for children. She organises her time, space and routines well to meet children's individual needs. Children's creativity and photographs are displayed to promote self-esteem. The childminder provides sensory play opportunities and creates 'treasure baskets' for babies to experience. Toys and equipment are in good condition and made accessible to children. The childminder promotes inclusion, equality and diversity reasonably well. She is aware of children's backgrounds and provides a selection of resources to reflect the wider world. The childminder works closely with parents to meet children's dietary requirements. She promotes healthy eating and encourages children to try different tastes and textures. The childminder nurtures children and they respond well to her gentle, consistent approach.

The childminder is making good progress in her implementation of the Early Years Foundation Stage framework. She observes and assesses children's progress and plans for their next steps. Frequent discussions with parents take place and they contribute to development records. A daily diary is used which is a useful source of information and includes children's achievements. Feedback from parents is highly positive. They commend all aspects of the care given and are very pleased with their children's progress. Since registration, the childminder has made the garden safe and suitable, undertaken risk assessments and attended a course. She has sought parents' views through discussion and written questionnaires. This contributes towards self-evaluation, however thorough procedures are not yet established. In discussion, the childminder demonstrates a clear understanding of working in partnership with others. There are currently no children on roll who need support from other agencies.

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

Babies and young children form secure relationships and feel safe in the care of the childminder. They happily go to her for cuddles or snuggle by her side as they play. The childminder provides interesting, age-appropriate play materials for them to investigate and explore. For example, pebbles are placed in a tray of paint which can be squiggled around. Children notice textures, marks and patterns, which links to creative and early literacy development. They take keen interest in pictures and learn to use books from an early age. Babies love board books, responding with pleasure as they see different pictures and hear sound effects. The childminder interacts well with children to extend and promote learning. For instance, she shows them how stacking blocks fit together to form a tower. Young children take delight in knocking them down, before they learn how to build them

up. Speech and language develops as young children repeat words and learn to sing nursery rhymes. They enjoy musical instruments which are readily accessible.

Young children move around with confidence as they explore their surroundings. The childminder responds to their interests and provides equipment that they will enjoy. For example, toddlers like to push the replica shopping trolley up and down the room. They put in and take out items along the way. A good variety of toys are available so that children's interest is sustained, which develops concentration. From an early age children begin to understand about feelings and emotions. They compare expressive faces on popular characters, in books and toys. The childminder encourages positive attitudes and a sense of responsibility. For instance, children help with simple tasks, such as putting their toys away. They readily learn by example and show a good understanding of the daily activities. At lunchtime younger children copy others to develop good hygiene routines. Children benefit from fresh air and exercise on a regular basis. The childminder takes them on frequent outings for social and additional play opportunities.

Children are cooperative, constructive and play well. They watch each other and learn to share, which helps them to be considerate. Children have some opportunities to become aware of diversity, however these are inconsistent. The childminder varies the role play resources to stimulate children's imaginations. For example, a 'Doctor's Surgery' is created. Children play in the 'reception' area and have a medical bag. All children take part, with the youngest enjoying climbing onto the small bed to lie down. Dressing-up clothes help children to develop independent skills as they learn to put them on and take them off. These also help them recall what roles people have, such as police officers. The childminder promotes children's understanding of being safe. They learn how to behave and be careful, both indoors and outside.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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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