

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431218
<b>Inspection date</b>	18/01/2012
<b>Inspector</b>	Julie Wright
<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.

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 has been registered since 2011. She lives with her husband and three children, aged 13, five and two years old, in Plymouth, Devon. The house is close to parks, shops and a primary school. Areas used for childminding include the ground floor living room, dining room and kitchen. On the first floor there is a bathroom and two of the bedrooms are available for children to sleep in. There is an enclosed rear yard for outdoor play. The family have a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, 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. Registration includes overnight care for one child, at any one time. The childminder attends local carer and toddler groups. The childminder is a member of the Devon Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder has sufficient awareness of children's needs and development. Children settle well and are happy in her care. They benefit from a suitable range of activities, which are generally well organised. The childminder is developing reasonable observation and assessment procedures. However, they lack involvement from parents and other providers. She has begun to reflect on some aspects of her practice, although this is an area for development. The childminder demonstrates a sound 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:

- develop links with other providers for children who attend more than one setting, to promote continuity and contribute to assessment procedures
- improve the initial information sought from parents to clearly identify children's developmental starting points, and provide opportunities for parents to contribute to the records of progress
- improve the organisation of activities to help develop children's concentration skills
- develop systematic procedures to monitor and self-evaluate the effectiveness of provision.

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

The childminder has a well developed range of policies and procedures with regard to children's health, safety and welfare. She implements these in practice and shows them to parents. The childminder is conscientious about children's safety and provides a safe, secure environment. Written risk assessments identify possible hazards with effective steps taken to minimise these. Daily checks provide continuous assurance of safety. Suitable fire evacuation procedures are in place and the drill is practised. The childminder demonstrates a sound understanding of the Local Safeguarding Children Board procedures. She is aware of action to take to safeguard children's welfare. Records and documentation required for childcare arrangements are in good order.

The childminder provides suitable activities and routines to meet the needs of children present. Toys and books are in good condition and accessible so that children can make independent choices. The childminder describes some activities to help children become aware of similarities and difference. Suitable policies and procedures are in place in respect of inclusion, equality and diversity. The childminder promotes children's health through effective practice. For example, children benefit from regular outdoor and physical play opportunities. Children's dietary requirements are met through arrangements agreed with parents. The childminder demonstrates good hygiene practice, which prevents risk of cross-infection. She is positive in her approach to managing behaviour. The childminder nurtures young children and is attentive to their needs.

The childminder has begun to make observations and assessments of children's progress. She has sound understanding about the care of children and how they learn through play. The childminder is developing her knowledge in the areas of learning and development. She seeks information from parents when children first attend, to help settling-in. However, this does not clearly identify children's stage of development. Parents are aware of the records of progress, although they have not had opportunities to contribute to these. The childminder promotes positive relationships with parents. She has regular discussions with them about their children's progress and welfare. The childminder has suitable awareness of inclusion, equality and diversity. In discussion she demonstrates understanding of working in partnership. However, links with other providers where children attend more than one setting are not established. The childminder describes some ideas for future improvement to practice, with self-evaluation in early stages.

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

A suitable introductory period means that babies and young children soon settle-in. They feel safe and secure as they form close attachments to the childminder and her family. Toddlers happily move around the front and back rooms, selecting favourite toys. For example, they love to play with dolls and other role-play

resources, which develop imagination. They manoeuvre the dolls pram around and bring the toy high chair, so they can feed their baby. The childminder interacts well with children to support their play and learning. She incorporates number and counting in everyday activities. A piggy bank prompts counting as children place plastic coins in the slot. Children learn to follow good hygiene routines and to have healthy lifestyles. Physical and social play opportunities occur on a regular basis. For instance, children visit toddler groups and parks.

Young children particularly enjoy music and movement. They recognise familiar songs and move from one foot to the other as they 'dance'. Musical instruments are accessible for children to create their own sounds and noise. Children develop communication, language and literacy skills as they play. They select books and snuggle close to the childminder. Children point to pictures, repeat words and understand the sequence of pages. However, the television is sometimes a distraction to concentration. The childminder provides a variety of materials for children to experience. These include paints and play-dough to promote children's creativity. Sand and water are available during outdoor play in suitable weather.

Young children play alongside each other and take notice of their surroundings. They learn to share and to be considerate. Self-esteem develops and children show pleasure in their achievements. Toddlers use words and gestures to express their needs well. They show spatial awareness as they move around, stepping on and off, up and down. Children learn to be careful which helps them to be safe. They happily investigate in play, 'putting in and taking out' as they work out where things fit. Young children learn by example from others. They watch with interest as older children play a game together. This contributes to developing understanding of cooperative play.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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