

Inspection report for early years provision

Unique reference number	EY435551
Inspection date	16/03/2012
Inspector	Samantha Powis
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 registered in 2011. She lives in Landkey, near Barnstaple, North Devon. The ground and first floors of the childminder's house are registered for use, with care mainly provided on the ground floor and access to toilet facilities on the first floor. The rear garden is not suitable for use, but children have access to an enclosed area created within the adjacent orchard for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of whom three may be in early years age range. There are currently eight children on roll, two of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy a broad range of fun activities which help them make good progress in their learning and development. Positive relationships with parents and carers mean that the childminder has a secure understanding of children's individual care needs, helping each child to feel valued and included. However, systems to share information about children's learning and development are not as well established. Overall, documentation is used successfully to support children's welfare. The childminder is keen to develop her knowledge and skills and has effective systems in place which means the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- gain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future.
- 30/03/2012

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

- increase opportunities for parents to share information about children's starting points and review their child's progress to further support children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well as the childminder has a secure awareness of safeguarding procedures. She has a clear understanding of her role and responsibilities and refers to her own written policy and published guidelines to ensure prompt action is taken should she have a concern about a child's welfare. Children remain well supervised at all times and positive steps are taken to ensure safety is maintained when in the home and on outings. Overall, records are used well to support children's ongoing safety and welfare. However, written consent for seeking emergency medical attention and advice has not been obtained for all children attending. This is a breach in the requirements of the Early Years Foundation Stage. The childminder follows positive practices to support children's health and reduce the risk of cross infection.

The childminder's home is welcoming to children. A broad range of toys and equipment are set out to ensure children can access them easily in the playroom. Outdoor space continues to be developed to provide children with an exciting environment in which to play and explore. A broad range of resources are available that encourage children's awareness of the wider world, helping them to value and respect others. The childminder understands children's preferences and interests and ensures that activities suit their needs. Self-evaluation procedures are good. The childminder is very keen to make improvements to the provision for children. She effectively identifies where action is required and makes positive changes to improve the outcomes for children.

Positive relationships are established with parents. They are provided with detailed information about the service the childminder provides and receive daily verbal feedback about events in their child's day. The childminder has developed her own 'all about me' booklets, to gain information about children's starting points before they attend. However, she has not implemented the use of these as yet to help her when planning for children's progress. The childminder has developed links with other settings which children attend, helping her to offer a consistent approach.

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

The childminder's home is welcoming and inclusive, making children feel relaxed and 'at home'. The childminder understands their individual needs and personalities well and adapts activities and her expectations accordingly. Children develop good social skills as they play alongside each other. They enjoy an opportunity to engage in conversations about their day at school as they have their snack. The childminder shows a real interest in what they have to say, increasing their confidence and making them each feel important. They learn about boundaries and expectations which helps them to manage their own behaviour. They receive lots of praise encouraging them to be kind, helpful and polite. Children have good opportunities to make choices and select toys from the broad

range of equipment available. Their independence is encouraged as they pour their own drinks and spread toppings on their toast and crackers for snack. Activities are generally well planned to encourage children's learning and development and enhance their enjoyment. Written observations and photographs help the childminder to track children's progress. This information, along with information gathered from other settings, is then used to help plan future activities that will interest and challenge them. This means that they are all making good progress in their learning and development.

Children are developing confident skills for the future. They communicate well with the childminder and with each other. They chat about their day at school, their experiences at home and how they are feeling. They laugh and joke as they recall events they have previously enjoyed. Children access a wide selection of books from the accessible shelves. They scan the pages of a dictionary to find out how to spell a word they need to write. This helps them to recognise that books can provide information as well as stories to enjoy. They start to think about numbers and measure as they take part in baking activities. They compare their heights on the chart, looking at who is the tallest and who is the same height. Children enjoy lots of opportunities to explore their local environment. They enjoy observing the tadpoles in the pond and have collected and planted their own acorns, learning about growth and life cycles. As well as learning about their own community they access resources that support them in valuing and respecting others. Books, posters and jigsaw puzzles provide many positive images reflecting a diverse society, raising children's awareness and increasing their understanding. Children have many opportunities to engage in creative activities and use their imaginations as resources are freely accessible. Children's own pictures are used to decorate the walls, giving them a real sense of pride.

Children are reminded about safety as they engage in activities helping them to understand how to keep safe whilst having fun. They enjoy playing with the home-made roadway set, identifying where it would be safe to walk and cross. Most children have been involved in practising the emergency evacuation procedures, ensuring they are confident should an incident occur. Children are beginning to understand about positive routines such as hand washing, to promote their own health. They enjoy nutritious snacks and meals throughout the day and regularly engage in physical activity out-of-doors, starting to recognise the positive impact this has on their health. They engage in activities that encourage their awareness of nutrition and healthy diets, helping them to understand how the food they eat can affect their long-term health.

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	3

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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