

## Inspection report for early years provision

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<b>Unique reference number</b>	EY294246
<b>Inspection date</b>	21/03/2012
<b>Inspector</b>	Anne-Marie Moyse
<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 was registered in 2004. She lives with her three children, in Moretonhampstead, in Devon. The whole of the ground floor of the property is used for childminding, including an enclosed garden for outside play. The family have two cats and guinea pigs.

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 five children under the age of eight years, including three who may be in the early years age group. Currently there is one child in the early years age range attending. The childminder is qualified to level 3 in a relevant childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and enjoy playing with an extensive range of stimulating resources. Excellent engagement with parents promotes consistency for each child's care and needs. The childminder's extremely positive, proactive approach to promoting equality and diversity helps every child feel secure and valued. Overall, children's safety and welfare is supported well. The childminder considers and reflects on her provision effectively to maintain continuous improvements in her service.

## What steps need to be taken to improve provision further?

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

- maintain a record of aspects of the environment that need to be checked on a regular basis and ensure they are signed and dated

24/03/2012

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

- maximise the use of the outdoor area to provide children with first hand experiences that encourage exploration, problem solving, critical thinking and decision making

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

The childminder generally organises her home very well to promote children's welfare. She is vigilant and completes a risk assessment of the premises, minimising any hazards to children. However, she has not accurately documented the checks to fully comply with the welfare requirements. She is confident to follow her policies and procedures, which underpin her good practice. She has a clear understanding of her responsibilities in safeguarding children; including what to do if she has any concerns over a child's well-being. She shares all policies and procedures with parents, keeping them well informed. All adults in the home undergo appropriate suitability checks and the childminder keeps Ofsted notified of any changes. On outings, the childminder prioritises children's safety at all times. She is very cautious and vigilant over their play. However, this can prevent children from developing their own confidence in recognising risks and exploring their own limits when playing outside.

There is an excellent range of very high quality resources that are easily accessible to the children and provide an enabling learning environment. They support all areas of learning and reflect children's age and stage of development. Throughout the home photographs of the children promote their sense of belonging. Positive images and a wide range of resources help children to recognise others' similarities and differences. Posters, pictures, fabrics and resources all contribute to children's growing understanding of diversity in society. The childminder is proactive in organising her provision to welcome children and make them feel valued. Through her enthusiastic engagement with parents she finds out all about each child. She visits them at home, and at other provisions, to provide a full picture of their characters, preferences and needs. Open communication channels between parents and other settings promote consistency for the child. She uses children's preferences and individuality to plan a range of appealing activities to support their learning and development. She follows their ideas and provides good levels of interaction for them in their play. As a result, children are becoming enthusiastic, motivated learners.

The childminder reflects and reviews her provision for children and families. She continues to attend training events and improve her knowledge and skills. She uses this effectively to identify areas to develop and is keen to provide high quality care for every child. Parents are exceptionally happy with the service she provides.

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

Children are making good progress in their learning and development. They are becoming very independent and inquisitive learners. They make choices and are responsible for helping to organise their play and tidy away afterwards. Children are extremely polite and understand the high expectations of the childminder.

They are respectful and take care in the environment, looking after the toys. They respond positively to the praise and encouragement they receive, boosting their confidence and self-esteem. They independently select what to play with, developing their imagination and language with the role-play resources. They push buttons and are rewarded with noises and lights, developing an awareness of technology and skills for the future. Children use their problem-solving skills as they return the pieces of pie back into a circle shape, using appropriate terms and mathematical language. They are inquisitive and ask many questions. They explore their feelings and those of others' as they comment on the different emotions shown on people's faces on the cards. They happily burst into song or sit and listen to stories. The childminder continually verbalises and explains children's actions, helping to extend their vocabulary and understanding through play. They open the post as it arrives; finding out that print is all around them as they read the poster with the childminder. Children develop their control and dexterity as they use various mark-making tools to draw. Messy play, such as gloop, dough and paint, provide opportunities for children to develop their creativity.

Children move safely around the premises, both inside and out. They learn about road safety and practise evacuation procedures, helping them to take care of themselves in the future. Through stories and general discussion, they learn about healthy foods and an active lifestyle. They follow excellent hygiene procedures, and have their personal needs met very well. Children make healthy choices at snack time, selecting their preferred fruit from the vast assortment on offer. They grow vegetables with the childminder and visit a local allotment, developing a wider understanding of how food is produced. They drink readily to quench their thirst, especially in the warm weather. Children dress appropriately to play outside daily. They join in with a range of activities, such as feeding and caring for the guinea pigs or blowing and chasing after bubbles. They play with a range of small equipment in the garden, with growing control and coordination. They frequently visit the local parks, or go for walks around the community, developing an understanding of their own immediate culture. Children enjoy outings to the zoo and animal parks, especially, for example, when the baby penguins are born.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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