

Inspection report for early years provision

Unique reference number	EY231301
Inspection date	21/03/2012
Inspector	Sally Hall
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 registered in 2002. She lives with her husband and two children in Kingsteignton, Devon. All areas of the ground floor are used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both 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. She is currently minding seven children under eight years; of these four are in the early years age group. The childminder also cares for children over the age of eight years during the school holidays. Children attend at various times of the week.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a safe and caring environment. They are making rapid progress in their learning and are motivated to learn. Children have a broad range of play opportunities in the home and on regular outings, where they learn about their community and develop socialising skills. Good relationships and strong two-way communication with parents keeps them effectively informed of their child's activities and progress and enables their involvement. The childminder is in the process of developing partnerships with other settings children attend to fully support children's care and learning. The childminder reflects on her practice through effective systems of self-evaluation and improves her knowledge by attending regular training workshops; therefore she demonstrates a secure capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- promote partnerships with other settings children attend further to fully support a shared approach to children's care and learning.

The effectiveness of leadership and management of the early years provision

Children are supervised well at all times and the childminder takes effective precautions in the home and garden to minimise any potential hazards. Risk assessments are reviewed and the childminder completes daily safety checks of the home, prior to children's arrival. Children learn from a young age about keeping themselves safe as they play and on outings. The childminder conducts fire drills with the children so they know what to do in an emergency. The

childminder is clear of the procedure to follow in the event of a child protection concern.

Children have a very well equipped playroom in which to play, with access to a very good range of toys. They have easy access to the outside play area with a good range of toys to encourage an active lifestyle. The childminder provides a fully inclusive provision, ensuring that each child's individual needs and routines are met. Children learn about the wider world and diversity through regular outings and planned activities.

Parents are very well informed of how their child has been through daily discussion. The childminder has received positive feedback from parents, through written compliments and completed questionnaires. These responses enable the childminder to review her practice. The childminder is in the process of developing her partnership with other settings children attend to provide a shared approach to children's learning and development. She provides a very flexible service to support parents' requests for childcare.

Documentation is in place to effectively support children's care and well-being. The childminder shares her policies with parents so they are clear of her practice. Contracts are completed and all the required parental consents are in place. The childminder effectively evaluates her practice through a formal self-evaluation system. She is keen to improve her knowledge and attends regular training workshops. The childminder ensures she keeps her first aid training up to date, enabling her to treat children's minor injuries appropriately. She demonstrates a good understanding of supporting children in the event of an accident or being unwell. The childminder has all the required documentation in place, including parental consent to seek medical advice or treatment in an emergency. She ensures confidentiality with children's records.

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

Children are very happy and secure with the childminder. They are familiar with the routine of the day and confident to say what they would like to do. Children interact well with each other and the childminder, who actively engages with them and meets their individual needs well. The childminder knows their likes and dislikes and supports their individual interests. She has a secure understanding of children's different stages of development and works closely with parents to support children to make progress in their learning and development. She provides children with a consistent balance of adult-led and child-led activities and promotes role play. Children learn about the local community and the wider world and have visits to places of interest. They have opportunities to socialise with other children when attending local groups. Children have visits to the local parks and use the childminder's well-equipped garden to support their physical development.

Children are making rapid progress in their learning and are motivated to learn. They actively learn about problem solving by making puzzles and playing games.

They concentrate enthusiastically at their chosen task and confidently ask for help as necessary. They are learning skills for the future as they are encouraged to share, take turns and to be thoughtful and kind to each other. The childminder promotes children's positive behaviour and reminds them of good social skills, such as to saying please and thank you to each other as they play. Children respond to instructions and the childminder gives them consistent praise and encouragement. They are confident to talk to visitors. The childminder promotes their language development well. Children have a good range of books to select for the childminder to read to them.

Children receive healthy snacks and the childminder reminds them to have plenty of fluids. They learn about self-care from a young age and the childminder promotes very good hygiene routines, both in the home and with the children. Children confidently tidy up before taking more toys out. They chat happily with each other as they play, recalling recent visits they have had. Children learn about keeping themselves safe when they walk to and from school, as the childminder helps them to learn the Green Cross Code and reminds them of stranger danger. Children choose from a range of craft activities and celebrate festivals throughout the year. They have easy access to mark making materials and the childminder displays their creations. The childminder is delighted when she sees children make progress and achieve new skills. She works closely with parents to provide consistency of care.

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	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	1
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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