

## Inspection report for early years provision

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<b>Unique reference number</b>	104425
<b>Inspection date</b>	28/03/2011
<b>Inspector</b>	Sally Hall
<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.

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## **Description of the childminding**

The childminder registered in 2000. She lives with her two children in a mid-terraced house in Newton Abbot. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for six children under eight years of age; of these, three may be in early years age group. She is currently caring for eight children, of whom, three are in the early years age group. She is also registered to provide overnight care for one child under six years of age. Children mainly play downstairs and have access to an enclosed patio. The family has two guinea pigs.

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

Overall the quality of the provision is good.

The childminder provides an enabling environment for children to learn, and they are making secure progress toward the early learning goals. Children are extremely safe and happy. They are supported well by a very calm and caring childminder. The childminder has good partnerships with parents and is developing her partnership with other settings that children attend. She has completed her own self-evaluation and has a strong commitment to maintain continuous improvement to provide quality childcare.

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

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

- develop further methods of working in partnership with other settings children attend to foster a shared approach to children's care and learning.

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

The childminder is a very positive role model for the children. She is well organised and provides a wide range of play opportunities in the home and outside on the patio. Children have regular outings. Their safety and well-being is given high priority by the childminder, and she is highly vigilant in her supervision of the children. The childminder has completed extremely thorough risk assessments in the home, which are regularly reviewed. Excellent safety precautions are taken to minimise any potential hazards to the children. The childminder keeps up to date with changes in legislation. She has completed various childcare courses, including safeguarding training, and is very clear of the procedure to follow in the event of a child protection concern. The childminder ensures that children are all treated

equally and their individual routines are met. The childminder plans activities and outings to increase children's knowledge of the local community and the wider world.

Children have access to a good range of resources, which are in good condition and are set out attractively for them to choose. Additional toys are also available, and the childminder uses a choice-book, with pictures of the toys that children can choose from and ask to have out. The childminder has a good partnership with parents; she keeps them well informed on a daily basis about the children's experiences. She undertakes observation and assessments on the children, which she uses successfully to support children in their next steps of learning by building on what they know and can do. The childminder recognises the importance of working in partnership with other settings children attend to ensure continuity of care and learning. Partnership working is established with some, but not all, such settings.

Documentation is well recorded to meet the specific legal requirements and is regularly reviewed. Confidentiality of children's personal records is maintained. Policies are shared with parents so they are clear about the childminder's practice. The childminder reflects on her practice through her own self-evaluation. She seeks the views of the children and involves them in deciding what they would like to do and places they would like to visit. She takes positive action for improvement and shows a genuine commitment to driving improvement further.

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

Children have an excellent rapport with the childminder and interact well with their peers. Their language is encouraged very well to enable them to become skilful communicators. They are confident to talk to visitors. They have access to a good range of books and select books for the childminder to look at the pictures and read with them. Children learn their colours and numbers in naturally occurring situations as they play. They learn to solve problems by making train tracks and completing puzzles. They enjoy role play and give each other ideas as they play. Older children offer help to the younger children and show them how things work.

Children have the opportunity to socialise with other children by attending local groups. They have fresh air each day walking to school and on visits to the park. They show an excellent understanding of what standards of behaviour are expected and how to keep themselves safe when out walking, and they play safely with their peers. They learn about their local community and the wider world by celebrating festivals throughout the year. The childminder is vigilant about promoting good hygiene in the home and with the children. They are confident about their own self-care from a young age. They learn good hand-washing routines and confidently get tissues to wipe their noses and dispose of them appropriately afterwards. They have nutritious, home-cooked meals provided and learn where food comes from. They are learning to adopt healthy lifestyles. The

childminder ensures they have plenty of fluids throughout the day. They are learning good social skills and are thoughtful and kind to each other. They concentrate well at their chosen tasks, such as putting the train track together. They behave extremely well and receive consistent praise and encouragement. The older children involve the younger ones in their games.

Children have access to a range of messy play and craft activities, such as painting. They make decorations out of clay. They enjoy cooking activities and chat happily with each other about what they are doing as they stir the mixture. They have a good balance of spontaneous play opportunities as well as planned activities. Children receive reassuring cuddles when they tire. They have regular visits to places of interest. They enjoy picnics and new experiences such as boat trips. Children are learning new skills in a very welcome environment with a very caring childminder. They respond well to instructions and are encouraged to be independent, knowing the childminder is close by to give support and to join in their games. They are making good progress in all areas of learning. The childminder has a very sensitive, caring approach to the children and ensures she meets their individual needs and routines.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

<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	1
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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