

Inspection report for early years provision

Unique reference number	EY435700
Inspection date	11/04/2012
Inspector	Lynne Bowden
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 has been registered since 2011. She lives with her husband and child, who attends junior school, in Plymouth. The house is accessed by steps to the front and is within walking distance of shops, schools and parks. Areas used for childminding include the front room, dining room, kitchen and ground floor toilet. The childminder's bedroom on the first floor is available for childminding purposes. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children aged under eight years at any one time; of these, three children may be in the early years age range. When working with a co-childminder they may care for a maximum of eight children aged under eight years, six of whom may be in the early years age range. She has 13 children on roll. The childminder attends local carer and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and secure in this childminder's home, which is well resourced. The childminder provides a range of activities which interest children and promotes their learning and development. Parents are kept well informed about the provision. The childminder reflects on her practice in consultation with her co-minder. This demonstrates her capacity to improve through training and identification of some strengths and weaknesses. All necessary documents and records are available, though some lack detail.

What steps need to be taken to improve provision further?

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

- improve records of fire drills to enable identification of any problems encountered
- develop further the systems of self-evaluation, to identify the setting's strengths and priorities for development of practice.

The effectiveness of leadership and management of the early years provision

The childminder's experience and training in child protection issues and her safeguarding children policy, helps her to keep children safe from harm. The childminder carries out risk assessments to minimise risks and carries out regular

fire drills. However, these lack sufficient information to enable her to identify any problems. Children are protected in the event of an accident, because the childminder has current first aid training. Records show that highly effective procedures are followed to treat injuries and administer medicines. The childminder teaches children good hygiene practices by keeping her home and resources clean and ensuring that children clean their hands before meals. The childminder makes good use of local amenities, taking children on outings to local parks.

She is well resourced and provides a range of toys and resources. These interest children and include positive images of people of different races, culture and with physical disabilities. The childminder uses her childcare experience, knowledge of children's development, individual interests and abilities to provide activities designed to promote their development and engage their interest. Observation records show children's interests and attainments, their next steps and how the childminder plans to promote them. The childminder has recently improved her planning system, making it more manageable. However, she has not established a clear system to monitor and compare the rates of progress in each area of learning. This limits her ability to monitor and evaluate the effectiveness of her practice objectively. Parents are well informed about their children's activities and achievements through discussion, daily diaries and learning journals. The childminder's links with the local children's centre enables her to liaise effectively with other agencies, such as the speech and language therapy service to support children and promote their development.

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

Children are very confident and secure in the childminder's home. They have very warm and trusting relationships with the childminder. Children benefit from fresh air and sunlight as they thoroughly enjoy energetic outdoor play, enthusiastically using the trampoline. They develop physical control as they play hopscotch, jumping and hopping, with older children correctly and confidently identifying numbers on the hopscotch squares. They develop awareness of space and successfully manoeuvre wheeled vehicles and dolls' prams around the garden in their imaginative play.

Daily walks and outings to local play areas and shops enable children to learn about their locality and environment, and develop stamina. Indoors, children happily enjoy joining in familiar nursery rhymes and action songs. They develop self-control as they learn to take turns choosing instruments from a wide selection. They enthusiastically choose songs to sing from picture cards depicting relevant images. They develop physical control and awareness of rhythm. They try to keep rhythm with their instruments and enjoy singing along to their familiar songs and rhymes. Children thoroughly enjoy developing their knowledge and understanding of numbers and subtraction. They use finger puppets to illustrate and support them in singing the number rhyme 'Five currant buns in the Baker's shop'. They learn about difference and diversity through their daily use of dolls and books.

They see posters which show positive images of people of different races and cultures and through their awareness and use of sign language to support their language and communication. Children enthusiastically enjoy their lunches, sociably sitting around the table together, with young children safely and securely strapped into booster seats. Children become familiar with the evacuation procedure, because they participate in fire drills. As the childminder follows their familiar routines, children feel safe and secure and quickly fall soundly asleep in the comfort of the travel cot provided. Children's enthusiasm in participating in activities, their growing self-control as they learn to take turns, and developing awareness and understanding of number all begin to equip them with skills they will need for the future.

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	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	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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