

Inspection report for early years provision

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Inspection date	18/04/2012
Inspector	Sarah Wignall
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 was registered in 2011. She lives with her husband and three children in the town of North Tawton in Devon. Children use all areas of the childminder's home. The family has a rabbit that lives outdoors. The setting is open each weekday from 7am until 6pm all year round. A maximum of four children aged under eight years may attend the setting at any one time, of these, not more than two may be in the early years age group. There are currently three children attending who are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's individual needs well. She provides a varied range of activities that help them make good progress in their learning and development. She provides a safe and secure environment. Children have some opportunities to learn about difference and diversity. The childminder works well with parents, but partnerships with other settings are not fully developed. She uses self-evaluation as a way to reflect on her setting and demonstrates a good capacity to improve.

What steps need to be taken to improve provision further?

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

- provide positive images and resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- develop further the systems to maintain a regular two-way flow of information between providers to support continuity of care and learning

The effectiveness of leadership and management of the early years provision

The childminder has attended training on safeguarding which has updated her knowledge and awareness of child protection issues. She has policies to support her practice and is aware of action to take if concerns about children arise. Both adults in the home have been checked for suitability and she monitors children closely when unchecked adults are present. The childminder organises her home

well. She uses risk assessments and daily checks to help make sure it remains safe and suitable for children's use. Fire safety checks are carried out and children practice regular fire drills. This increases their awareness of how to react in the event of a fire. The childminder provides high levels of supervision as children play.

The childminder provides children with a well-organised home environment. Most play takes place in the dedicated playroom and adjoining lounge. Children have easy access to a varied range of age-appropriate toys and resources which interest them. Daily sessions offer a good balance of free play and structured activities. For example, children enjoy spontaneous role-play or sitting together to paint pictures. Good use is made of the outdoor environment for walks and exploration; children enjoy playing in the woods and at local parks. Regular attendance at toddler groups and soft play sessions provides them with opportunities to socialise with others.

The childminder promotes equality and diversity well. She has a good awareness of children's individual needs. She works closely with parents to make sure both parties are informed about children's well-being and development. Although she has some resources to support children's understanding of diversity, this area is not well promoted. Parents receive daily feedback about children's routines. They have opportunities to view learning records and share information from home. The childminder works appropriately in partnership with other settings. However, the information obtained is not always used effectively to support continuity of care and learning.

The childminder has made good progress since her registration. She has reorganised some areas of her home, providing children with a dedicated playroom. She has updated her resources, for example, with the addition of a fixed whiteboard and chalkboard in the play area. She regularly evaluates her activities to make sure they meet children's needs. Parents are happy with the care and education their children receive and provide positive feedback on the quality of the childminding service. The childminder is committed to developing her setting and demonstrates a strong capacity to improve.

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

The childminder has established positive relationships with children and they are happy and settled in her care. They enjoy a varied range of activities that help them make good progress towards the early learning goals. They enjoy playing both independently and with their peers. For example, all children join together to play trains. The childminder supports their play as she suggests they put their chairs in a line. As they pretend to drive the train, they discuss the sounds trains make and the names of trains in their stories. Children are learning to share and take turns. They respond appropriately as they are reminded to wait for their turn in the marble game. They learn good social skills as they sit together to eat. They

take turns to help themselves to fruit and crackers.

Children begin to learn about shape, position and number as they play games. For example they confidently count 10 marbles as they pick them up with a magnet. They are reminded to take 'two' pieces of fruit and the childminder gives them 'half' a cracker each. They develop confidence and spatial awareness as they run in the lounge or throw and roll balls. They develop pre-writing skills as they use felt tips and paint brushes to draw and make marks. They use language well as they confidently describe what they have drawn or ask the childminder for the resources they want. They have access to books and enjoy singing rhymes and songs.

Children develop a good understanding of healthy lifestyles as they follow established hygiene routines. They are encouraged to eat well from the healthy range of foods provided. They learn to recognise when they are full and the childminder reminds them that they must leave space for their lunch. Daily walks to and from school, as well as regular visits to the local parks, provide fresh air and exercise. Children feel safe and secure in the setting and confidently select resources, move between playrooms, and make their needs known. They play well on their own, for example, by collecting bricks to build a tower or dolls to put in the playhouse. They are learning to resolve differences and work with others. For example, they realise that they must all run in the same direction to avoid colliding and they must put their chairs together to make a train. They are busy and active learners, enjoying the opportunity to make choices about their play. They are confident, settled, and have a positive attitude to learning. These skills equip them well 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	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	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	3
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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