

## Inspection report for early years provision

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<b>Unique reference number</b>	EY439760
<b>Inspection date</b>	24/05/2012
<b>Inspector</b>	Julie Wright
<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 2011. She lives with her husband and two children, aged nine and eight-years-old, in Lutton, near Ivybridge. The open plan sitting room, kitchen and dining area are used for childminding. The bathroom is on the lower level of the house. There is an enclosed outdoor play area. The family has a pet cat. They also keep other animals on their land. 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 six children under eight, three of whom may be in the early years age range at any one time. There is currently one child on roll who is in the early years age range.

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

Overall the quality of the provision is good.

Children are happy and feel secure in the care of the childminder, who meets their individual needs well. The childminder places great emphasis on learning in the outdoor environment. She provides a variety of resources, which include some creative play materials. Positive relationships with parents contribute to consistent care for children. The childminder reflects on her practice and demonstrates a clear capacity for ongoing development.

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

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

- improve the variety of creative play activities for younger children, for example by providing a wider range of media and materials for them to explore.

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

The childminder assesses the risk of hazards to children and takes suitable steps to keep them safe. She updates and implements her childcare policies and procedures, which promote children's health, safety and welfare. The childminder has clear awareness of child protection issues. Relevant information on the Local Safeguarding Children Board procedures is available. Records and documentation are in order, for example in respect of attendance and incidents.

The childminder knows the children well and plans daily routines to meet their needs. She is aware of children's interests and abilities and promotes their learning

through play. Accessible resources are available for indoor and outdoor activities. The childminder promotes inclusion, equality and diversity in her practice. Age-appropriate activities help children to develop awareness of the wider world. Positive strategies to manage behaviour, with a gentle approach, are effective. The childminder has secure knowledge and experience of working in partnership with others. She liaises with teachers at school, with regard to children's well-being and development.

The childminder observes children as they play and makes a note of their achievements. She is developing suitable procedures to monitor and assess children's progress. The childminder has good knowledge of children's development, with relevant experience in working with pre-school children. She complements delivery of the Early Years Foundation Stage Framework with recognised teaching principles. Parents provide very positive feedback on the care given. They describe how much their children enjoy the activities and being with the childminder. Self-evaluation includes assessment of children's progress and seeking parent's views. The childminder shows ambition to secure improvement to practice. For example, she reads childcare literature and is aware of revisions to the current framework.

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

Children have warm relationships with the childminder and her family. They are familiar with the setting and show a good sense of belonging. Children readily explore and investigate as they move around. They understand that some toys are for indoors and others for outside. This helps them to learn about being responsible for their things. Children recognise songs as 'triggers'; for example, the childminder prompts tidy-up and hand-washing time with particular rhymes. This results in a positive response from children as they busily help and follow good routines.

Children benefit from a healthy lifestyle as they are outside as often as possible. They take keen interest in the natural world. For example, they go on lots of walks around the garden and surrounding paddocks. Children like to help care for the animals, which include guinea pigs, ducks and chickens. They also enjoy going to see the ponies with the childminder. As they go around, they learn to negotiate slopes, steps and different surfaces. This contributes to their developing awareness of risk and being careful. On group outings children know to hold onto the 'walking rope', which keeps them safe near the road.

Children take part in activities that develop early literacy and future skills. For example, they select books and look at pictures, or listen to stories. The childminder rotates mark-making materials, such as chalks and crayons. She provides sensory play experiences in the garden, where children dig in gravel, soil and sand. They examine shells and learn how things grow; for instance, fruit and flowers. Creative play materials, such as paint and glue, are available, although

these are for older children to use. The childminder provides close supervision to children. She supports their learning and enables them discover things by themselves, which helps them to solve problems. Young children make good progress in their speech and language development. The childminder encourages them to repeat sounds and words. For example, as they walk along children repeat the names and noises of animals and birds.

## 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	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

<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	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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