

## Inspection report for early years provision

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<b>Unique reference number</b>	EY439786
<b>Inspection date</b>	03/07/2012
<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.

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 2012. She lives with her partner and child, aged 11 years, in Plymouth. All areas of the house are available for childminding purposes and the bathroom is on the first floor. Access is by steps to the front of the property. The house is close to schools, shops and a park. There is a fully enclosed garden for outdoor 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 aged under eight years, three of whom may be in the early years age range, at any one time. Registration includes overnight care for two children at any one time. The childminder attends local carer and toddler groups. She has a National Vocational Qualification at level 3 in Childcare and Education.

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

Overall the quality of the provision is good.

The childminder reflects her skills and childcare experience in her provision. She provides a highly enabling environment and an exemplary range of resources. As a result, children thrive in her care. Most aspects of the assessment arrangements are robust. The childminder is attentive to children's individual needs and meets them effectively. A clear process for self-evaluation is in place. The childminder demonstrates a strong capacity for continuous development.

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

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

- provide opportunities for parents to contribute to their child's record of development.

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

The childminder implements a comprehensive range of policies and procedures, which protect and promote children's well-being. She frequently assesses potential risks to children and minimises hazards. For example, the childminder is improving safety in the garden with the provision of a barrier to the steps. Parental consent is in place prior to children using the trampoline and going on outings. The childminder is conscientious about record keeping, with required documentation in efficient order. The childminder has secure knowledge and understanding of the Local Safeguarding Children Board procedures. She attends relevant training on

child protection and provides information for parents.

Since registration, the childminder has made excellent progress in her organisation and provision of resources. The conservatory is now a child-focussed playroom, which includes examples of children's involvement in its design. For instance, a canopy to provide shade is painted with children's handprints. Toys and equipment are in very good condition, clearly labelled and accessible to children. The childminder promotes inclusion and independence for children. She actively seeks additional support, such as training on specific needs. The childminder has a good understanding of equality and diversity issues. She has secure knowledge of children's backgrounds and individual needs. Effective arrangements are in place to work in partnership with others, in the interest of children's welfare. This is exemplified by the communication book, which is available for messages between the childminder, parents and other providers.

The recently registered childminder is developing clear systems to monitor and assess children's progress. She observes them in their activities and records their achievements. Records of development include photographs of children and notes of their next steps. Parents see their child's record of development, although do not have an opportunity to contribute. The childminder has positive relationships with parents and they highly commend her care. Parents comment on the childminder's 'thought and understanding'. They describe her as 'caring, reliable and trustworthy', with a 'professional and accommodating approach'. Since registration, the childminder has renewed her first aid qualification and updated her safeguarding awareness. She is aware of the revisions to the regulatory framework. The childminder reflects on her practice and through self-evaluation, shows clear ambition for further improvement.

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

Children settle well and are very happy in the care of the childminder. Thoughtful organisation enables children to make choices and develop independent skills. For example, children can easily select toys and games. They are confident in their approach as they request favoured games. Children show good levels of concentration as they play, completing one thing before starting another. The childminder is skilful in her interactions with children. They have time to explore and discover things by themselves and also benefit from close support. For instance, the childminder gently extends and challenges children's learning in play. As a result, children make good progress in their colour and number recognition. They listen, focus and take turns, which demonstrates a good understanding of the purpose of activities. Children become confident communicators and use descriptive language. These attributes effectively contribute to their skills for future learning.

Children develop independent skills and learn that print has meaning. For example, they identify their own pegs and hang up their coats. They have individual towels and practice good hygiene routines. Children make placemats and draw pictures of

their favourite foods. The childminder provides healthy snacks and meals to meet children's dietary requirements. Children benefit from regular outdoor play opportunities and physical exercise. They take part in special events, such as sports day, where they proudly receive a medal. Visits include trips to the library, park and nature areas. Children cooperate well, which contributes to their safety. They follow instructions and understand expectations of behaviour. For instance, they know how to be careful near the road. Children have positive attitudes and a sense of responsibility. As an example, they willingly help to tidy up and assist with other tasks.

Children enjoy a good range of activities, which promotes all areas of learning. The childminder follows children's interests and plans themes, such as 'mini-beasts'. Children show interest in nature as they hunt for garden creatures. Creative play includes making and painting models, such as spiders and caterpillars. Plaster of Paris provides a different medium for children to experience. They mix water with the powder and pour it into moulds. Children ask 'will it go in the oven?', as it reminds them of a baking activity. The childminder gently explains the different processes so that children understand. Making cakes and pizzas enables children to weigh ingredients, manipulate dough and compare consistencies. The sandpit provides another sensory experience, where children also find out about capacity and form. Children develop awareness and understanding of similarities and difference in society. For example, they taste 'foods of the world' and become aware of diversity through age-appropriate activities.

## 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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met