

Inspection report for early years provision

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| Inspector | Sara Bailey |
| 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 registered in 2012. She lives with her husband and their two children aged 12 years and a child of five years of age in Exmouth, Devon. All of the home is included in the registration. There is an enclosed, rear, garden for outside play. The family has a large dog at weekends only. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight years; of these, no more than three may be in the early years age range. The childminder is registered to provide overnight care for one child under eight years of age. There are currently three children on roll, all of whom are in the early years age group. The childminder has a National Vocational Qualification in Early Years at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes the learning and development aspects of the Early Years Foundation Stage really well through effective planning and observations. She is strongly aware of children's individual needs and of how to robustly meet these. This results in children making good progress towards the early learning goals. The childminder meets all the welfare requirements and has good capacity to maintain continuous improvement. Overall, documentation supports her good practice.

What steps need to be taken to improve provision further?

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

- improve recording systems of children's attendance and medication administered to children so these can be retained for a reasonable period of time.

The effectiveness of leadership and management of the early years provision

The childminder has a clear understanding of safeguarding issues from attending training courses as a childminder and in her previous roles working with children. She has effective risk assessments in place for the home, garden and outings. She identifies all potential hazards and addresses these to a good standard. She supervises children closely so they develop skills from a young age, such as sitting on kitchen stools to have their snack with older children. Most of the childminder's documentation is clear and professional. However, she has recently changed the way in which she records children's attendance hours; this means that she does not retain these records, as these are on a wipe-on, wipe-off board. The

childminder records medication administered to children and obtains parental consents to do so, which are legal requirements. However the systems for these do not fully promote safeguarding at all times. For example, the childminder obtains written, blanket consent for non-prescription medication from parents on admission, rather than each time it is required. She notes medication administered by herself in the child's daily diary rather than in a record that is retained by her. The childminder's attitude to inspection and maintaining continuous improvement is very positive.

The childminder has positive partnerships with parents. She seeks their feedback about her service through questionnaires and updates them with information about the setting through regular newsletters and sharing of policies. She regularly shares observations of children's learning and development with parents through the use of photographs, written summaries of progress and discussions. The childminder has not yet had any children on roll who also attend other settings or need support from other agencies. However, she is aware of the importance of information sharing in order to meet children's individual needs effectively.

Equality and diversity are promoted effectively through the childminder's inclusive practice towards children and parents. She has experience of caring for children with special needs/disabilities in other settings and is aware how to support children in the home environment when required. The childminder's toys and resources reflect positive images of different cultures. She has identified the need to further develop these, which also shows an ability to maintain continuous improvement.

Resources are good quality and well organised to promote self-selection for most children; the childminder has correctly identified that young children require assistance to select books stored in a lidded crate. She has listed planned, future improvements, including storing books on a low shelf, which shows how effective her self-evaluation is at improving outcomes for children. The childminder makes good use of the outside, learning environment and natural resources.

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

Children are enjoying and achieving with the childminder owing to the exciting activities planned to meet their individual needs. For example, they put on their waterproof, all-in-one suits to hunt for slugs in the pouring rain, as they have an interest in slugs and snails. They make a slug farm for them in order to learn how they move and eat. Children enjoy regular outings to promote their social skills and explore new toys, equipment and experiences. Children have a love of books from daily stories with the childminder after snack-time. Children are very happy at the childminder's home, as they have a balance of inside and outside activities within adult- and child-led play. They develop a range of good skills for the future. This is through cookery activities, use of mobile phone to take photographs and talking about photographs of each other they see displayed around the home.

Children effectively learn how to be safe through the childminder's discussions about safety issues. For example, she reminds children that the decking will be slippery in the wet weather. Children are aware they are sitting high up on stools and need to sit sensibly to prevent any accidents. Children clearly feel safe and secure as they eat and sleep well at the childminder's setting. Children participate in evacuation drills to prepare them for an emergency.

Children benefit from healthy snacks and meals provided by the childminder. For example, they enjoy fresh and dried fruit at snack time with breadsticks and humus. Children know when they are thirsty and access their drinks bottles. They are aware of routines, such as washing their hands before eating; they benefit from using individual towels to prevent the risk of cross infection. Children have daily opportunities to develop their physical skills and enjoy sports activities at a tennis centre.

Children learn about the consequences of their behaviour from using fun, visual reinforcements. For example, they share about their good behaviour with parents. Children place a sea shell from one bowl into a bowl of sand kept for all to see, when they have behaved well. When the bowl is full, they will enjoy a group outing to the seaside. The rewards and visual activity change to meet individual needs and retain their interest. Children share and take turns well. They develop positive self-esteem from much praise and encouragement. They effectively learn about feelings and emotions through the use of pictures of children's faces on a display board.

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

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| 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

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| 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

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| 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

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| 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

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