

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY380696            |
| <b>Inspection date</b>         | 10/09/2009          |
| <b>Inspector</b>               | Brenda Joan Flewitt |

|                        |             |
|------------------------|-------------|
| <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 was registered in September 2008. She lives with her partner, who works with her as an assistant, and their two children aged nine and 10 years. The family live in a first floor flat, which is accessed by a flight of stairs, in the Heavitree area of Exeter, Devon. The whole of the flat is used for childminding with the exception of the adult bedroom. There is a fully enclosed communal garden available for outside play. The childminder also provides outdoor play through visits to the local play park.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of four children may attend at any one time, or six when working with an assistant, of which three may be in the early years age range. There are currently two children on roll. Of these, one is in the early years age range. The childminder also cares for children over the age of eight.

The childminder holds an National Vocational Qualification in Children's Care, Learning and Development at level 2, and is studying towards a Home based Childcare Diploma. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming family home where the childminder and her assistant know the children well as individuals. Children are involved in a good range of play activities and every day experiences, both inside and out, which helps them make good progress in their learning and development. Effective communication with parents, together with the positive support the childminder offers for children's activities, leads to their individual needs being well met. The childminder is committed to developing her role and maintaining continuous improvement by keeping up-to-date with changes and attending training to increase her knowledge.

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

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

- continue to develop the observation and assessment system, and include parents' knowledge of children's achievements to help inform the planning for their next steps towards the early learning goals.

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

The childminder implements policies and procedures effectively to promote children's welfare and safety. She completes comprehensive risk assessments to ensure that children play in a secure and safe environment, both in the home and when on outings. The childminder has a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. She keeps her knowledge up-to-date through training and records existing injuries as routine. All this helps to protect children from harm.

The childminder organises her home well so that children can move around freely, selecting from suitable toys and equipment independently, according to their age and stage of development. She makes good use of outside resources, such as toy and book libraries, local play parks and toddler groups, to continually vary her provision and maintain children's interest. This includes increasing resources that show positive images of diversity, to help promote children's positive attitude to people's differences.

The childminder establishes good relationships with parents. She supplies detailed information about her provision by way of written policies, displays and a welcome pack. There are daily opportunities for sharing information verbally to meet individual needs. This is supported by a written diary which records details about what children have eaten, sleep patterns and what they have done well. The childminder is aware of her responsibility to share information with other settings that children attend for continuity of care and learning.

The childminder has completed a self-evaluation document which has helped her focus on areas for development. She makes good use of relevant internet websites to keep up-to-date with changes, access resources and share good practice with other childminders. The childminder regularly evaluates the activities she offers, to suit children's interests, and reviews policies and procedures with her assistant to ensure consistency. By attending training courses and studying towards a level 3 qualification, the childminder develops her knowledge and understanding of how to provide a good quality service.

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

Children are happy, settled and secure in the care of the childminder and her assistant. They are made to feel at home and welcomed into a caring family environment, where they make good relationships with the whole family. From a young age children are confident to make their needs known, as they can be sure of a friendly response. They are helped to develop a positive sense of identity through planned activities such as making an 'All about me' book, which involves creative opportunities. For example, a young child likes exploring paint, using a paintbrush to paint her hand to make prints and to mix colours and make marks on paper. Looking at themselves in a variety of mirrors encourages children to notice

and celebrate differences in how people look. Children behave well. They know what is expected through familiar routines, house rules and explanations. Young children learn good manners through the example set by the childminder and her assistant, such as saying 'please' when asking for something. Children receive regular praise and encouragement for effort and achievement, which helps boost their self esteem.

Children's activities are planned with a good balance of adult-led and self-initiated play. The childminder knows children well as individuals. She is developing her knowledge of the early learning goals and has implemented an observation and assessment system, which supports children to make good progress in their learning. However, it does not clearly use parents' knowledge of children's achievements at home to help inform planning for their progress. Children use their imagination well as they act out real life situations. For example, a young child enjoys caring for a 'baby', changing nappies and going for a walk with a buggy. Children are confident in using language to communicate their needs and are starting to describe what they are doing. They like to sing familiar songs and are solving problems by completing simple puzzles and building towers with large bricks. The childminder and her assistant interact positively with children, joining in their play and talking with them about what they are doing. This helps children develop vocabulary and an understanding of the world around them. Children's days include a variety of outings outside the home where they meet other people, use alternative equipment and explore the local environment.

Children are learning good routines for a healthy lifestyle. They practise good procedures for their own personal hygiene and are starting to make healthy choices in what they eat, through discussion and the good example set by the childminder. From an early age children start to develop independence in practical skills, such as helping to prepare a sandwich at lunch time. There are daily opportunities for fresh air and exercise which include walking to and from school and regular visits to the park where children use equipment such as swings, slides and climbing frames to develop large muscle skills. Children learn about aspects of their own safety when they are out and about including an awareness of traffic, safe routines for crossing roads, how to use equipment safely and the dangers of talking to strangers.

## 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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| <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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</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  | 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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| <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