

Inspection report for early years provision

Unique reference number	EY265994
Inspection date	15/11/2010
Inspector	Anne-Marie Moyse

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 has been registered since 2003. She lives with her partner and her three children in a three level town house in Tavistock, Devon. Children will be cared for mainly on the first floor, which is accessed via stairs and consists of a kitchen, toilet and lounge with sliding doors leading to the enclosed garden. There are three bedrooms and a bathroom on the second floor and an additional bedroom with en-suite bathroom on the ground floor but these areas won't generally be used.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She is able to care for up to five children under eight; of whom two can be in the early years age range. Currently the childminder cares for two children, full-time, who are both in the early years age range. The childminder visits other groups in the town, and takes children for walks to the park and in the local rural area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the requirements for the Early Years Foundation Stage framework, and organises her home into a very safe and enabling environment for the needs of the children attending. She works extremely closely with the parents and others in order to obtain secure information on each child's different requirements and their interests, so that their individual development can be supported and extended effectively. As a result, each child is happy and confident in the childminder's care, and is making very good progress in their learning. The childminder is able to successfully reflect on her practice, identifying appropriate areas for further development to maintain continuous improvements in her provision.

What steps need to be taken to improve provision further?

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

- continue to review the policies used to ensure they are in line with Early Years Foundation Stage framework and reflects the uniqueness of the provision and provides accurate information for parents
- further develop the systems for monitoring the effectiveness of the learning environment and the activities on offer to ensure that children receive a balanced range of learning experiences and opportunities

The effectiveness of leadership and management of the early years provision

The childminder is very organised in all aspects of her business, which enables her to work effectively and efficiently. All persons in the home have undergone appropriate checks to ensure children are safe. The childminder has recently attended training to refresh and extend her knowledge and understanding of safeguarding children, including child protection procedures. As a result, she has reviewed and improved her practice and recognises the need to update her written policies and procedures for parents. All areas of the home have been risk assessed thoroughly, and action taken to minimise hazards to children, whilst still continuing to foster their independence in accessing some resources. For example, children find their own drinking cups and beakers from the cupboards so they can choose and develop their self-care skills. Toys and equipment positively promote children's awareness of diversity in the community, are safe and easily accessible. Children learn about keeping themselves safe as they practise the fire evacuation and learn about tidying up toys and organising their environment so they can play safely.

Partnerships with parents and others are very strong. Detailed information is exchanged on children's routines, preferences and development needs in order for the childminder to provide consistent and sensitive care adapted to meet each child's needs. Parents and other settings which children attend are fully informed and involved in recording the progress and achievements of each child, promoting cohesive learning experiences. The childminder supports the child and parents well by being actively involved in helping children make the smooth transition onto their next step in attending school.

The childminder is keen to continue her own professional development and is preparing to undertake her level three qualification in childcare and education. She recognises the need to continue to review and develop her practice and is capable of identifying areas which she would like to improve. The childminder is confident to seek advice and resolve any concerns by approaching the local authority advisers.

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

Children are thoroughly content and secure in the childminder's care. They happily engage in their own play ideas, drawing the childminder and others into their play scenarios, promoting their social development. Children are very well behaved and have a clear understanding of the routines and expectations of the childminder. They are respectful, polite and establishing very good relationships with each other. Children demonstrate good levels of concentration as they persevere in setting up their imaginary play resources, or finally complete their drawing. Children are very well supported and direct the activities, with the childminder sensitively challenging children's ideas or suggesting alternatives to extend their knowledge. All children are very communicative and confidently express their

thoughts and feelings. They engage in various role play activities, such as going on the roller coaster and taking a picnic with them. Children are reminded about safety and cleanliness as they use the imaginary foods, and not to put them in their mouths. They like to use the pretend foods to make their favourite burgers, discussing their likes of mustard or red sauce. Older children explore their concept of size and relationships as they find the right size beaker to balance a ball inside to represent an ice-cream cone. They confidently count the pictures on the dominos, calculating as they add on one or two more, confirming the right number by counting again spontaneously. Children use the multi-cultural dolls during their play, taking them to the shops, and developing knowledge of their own culture and that of others in their society. They understand the rules of paying for the foods before they leave the shop, and are apologetic when they forget.

All children enjoy drawing pictures and mark making, with the older children identifying the phonic sounds of the letters and writing their names on their picture. Younger children develop their language skills and vocabulary as the childminder encourages conversation and clarifies words for them.

The childminder employs good systems to observe and assess children's capabilities and sets targets for their individual development. She plans flexibly for each child, providing a range of resources and equipment based on children's current interests, which can be adapted to meet their differing developmental needs. The childminder monitors children's progress, but this does not always ensure that every area of learning is given equal priority. For example, some aspects of children's physical and creative development are not regularly promoted.

Children's good health is promoted as they are offered healthy options and have access to drinks at all times. Children have balanced opportunities to be active and rest according to their individual needs. Daily fresh air is accessed as they may visit the park on the way to collect others from school if the weather is good. At times children enjoy baking activities, learning about different foods and how to be safe in the kitchen. They also develop their senses as they observe the changes in textures, aromas and tastes.

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	2
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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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	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