

Inspection report for early years provision

Unique reference number	117413
Inspection date	06/05/2011
Inspector	Julie Wright
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1987. She lives with her four adult children, on the outskirts of the City of Plymouth. The areas used for childminding include the whole of the ground floor, first floor bathroom and two bedrooms. The house is close to local parks, shops and other amenities. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to 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. There are currently 12 children on roll, five of whom are in the early years age group. The childminder regularly attends local toddler groups. She is a member of the National Childminding Association, the Devon Childminding Association and holds a level 3 qualification in Early Years Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and secure in the care of the childminder. She provides a good range of activities that promote most aspects of learning thoroughly. Comprehensive policies and procedures are implemented to meet children's individual needs and effectively promote inclusion. Excellent relationships with parents contribute significantly to consistent care for children. The childminder reflects on her practice and demonstrates a good capacity for continuous improvements.

What steps need to be taken to improve provision further?

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

- develop further the opportunities for children to understand that print has meaning, for example, with the use of signs and labels in the setting.

The effectiveness of leadership and management of the early years provision

The childminder conducts frequent safety checks and written risk assessments, both on and off the premises. Hazards are identified and minimised to prevent the risk of accidents to children. Clear emergency contingency plans are in place and agreed with parents. The childminder supervises children closely and makes sure that they are safe on outings. She carries contact details, first aid materials and has suitable insurance policies. The childminder has secure awareness of the Local Safeguarding Children Board procedures to safeguard children. Parents are

informed of all policies and procedures in respect of children's safety and well-being. Records and documentation required for childcare arrangements are maintained in good order.

The childminder provides a warm and welcoming environment in which children learn through play. Daily routines are clearly planned to meet the needs and interests of children attending. Resources are in good condition and accessible to children, enabling them to make independent choices. A very good range of toys and books reflect positive images of diversity. This effectively promotes children's understanding of similarities and difference in people and places. Children develop very positive attitudes and respond exceptionally well to the childminder's nurturing care. Suitable arrangements are in place to meet children's individual dietary requirements. The childminder promotes health and encourages children to develop good hygiene routines.

The childminder observes and assesses children as they play and learn. She plans for next steps in their development and has a secure awareness of children's individual needs. Consequently, children make good progress in their overall learning and development. The childminder is highly effective in her communication with parents, resulting in extremely good relationships. Comprehensive details about children's activities are recorded in daily diaries and frequent discussions take place. The childminder keeps parents very well informed about their children's welfare. Feedback from parents is exceptionally good and highly commends the care given. Parent's comments include how privileged they feel to have personal and professional relationships with the childminder. Effective systems are in place to promote complementary and consistent care for children who attend more than one setting. For example, the childminder has regular contact with key persons involved in children's care and learning. The childminder continues to attend training to update her childcare knowledge and awareness. She has addressed the previous inspection recommendation and has clear ideas for future development.

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

Children enjoy themselves in the care of the childminder and form warm relationships, both with her and family members. Children play well together and are pleased to see their friends. They show care and concern towards others and behave exceptionally well. Children are very polite and show respect when they are speaking to the childminder. They make confident requests and choices, demonstrating developing independence. For example, children decide when they would like or need a drink or snack. They show interest in their surroundings, selecting toys and playing imaginatively. Children listen carefully to stories and interact with the childminder as they recognise familiar pictures. They develop good concentration skills and understand how to use books carefully. Words and pictures in books help children to learn that print has meaning, although other opportunities and examples are less evident. Children become aware of safety in age-appropriate and stimulating activities, which link to their interests. For

instance, children learn about fire safety through regular fire drills. They talk about a popular character and visit the local fire station with the childminder. Children also understand what is expected of them, such as, how to be careful in the house and on outings.

Children are familiar with the daily routines which include opportunities to socialise and to become aware of the local community. They visit various groups where they benefit from meeting with others and taking part in creative play sessions. Trips to the park promote children's health and physical development as they enjoy fresh air and exercise. Children are also taken to attractions such as an aquarium and a farm. They benefit from being able to closely see creatures and animals in their environments. Children take keen interest in people's homes and lifestyles. For example, they look at a book and talk about igloos and other climates. They take part in a various events and celebrations, reflecting their own backgrounds, different cultures and religions. The childminder encourages children to develop a sense of occasion and to have respect for others. Children show a good understanding of how things work as they play and investigate. Mathematical language is used during activities, for instance, children count down to take off when playing with a space rocket. They use sand in the garden to make shapes with and mix special crystals with water, prompting consideration of capacity and consistency.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----