

Inspection report for early years provision

Unique reference number	EY101311
Inspection date	14/01/2009
Inspector	Janet Butlin
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder lives in a three bedroomed house in Kingsbridge, Devon. The property is accessed by a gentle slope and is situated in a quiet residential area. She shares the house with her partner. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for up to six children under the age of eight years. There are currently four children enrolled in the early years age range. Areas of the house used for childminding are all downstairs, which includes the toilet facilities. Children also use a dedicated playroom upstairs for playing and sleeping. The dwelling has a secure outside play space to the rear of the property and is within walking distance of schools, pre-schools and parks. The family has a pet dog.

Overall effectiveness of the early years provision

Children are well cared for and enjoy their time with the childminder, who has all the systems in place to support good care. She is proactive in working closely with parents and others to meet children's individual needs. Her current system of evaluating her practice is informal, but effective in identifying areas for development. Her capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- continue to develop and consolidate understanding of the learning and development requirements and how to plan activities linked to children's stages of development
- improve implementation of the risk assessments by ensuring all aspects of the learning environment are included and daily checks are promptly completed

The leadership and management of the early years provision

The childminder reviews her practice regularly and although she does not yet record this in written format, has continually implemented improvements to the service she provides. She has fully addressed the recommendations from the previous inspection and has obtained additional resources to support children's learning and enjoyment. She has accessed external support to help her create a more enabling environment for the children she cares for. She has attended recent training, and has identified and booked places on the courses she wishes to attend in the future, for example extending her confidence in planning for learning and development.

The childminder creates daily diaries recording the day-to-day activities of the children. These are shared with parents, who are welcome to make their own

comments and observations. Some children attend other provisions and the childminder ensures she communicates with these other carers to help her appropriately plan to meet children's individual needs. She also ensures she checks children's activities and attainments with for example, the pre-school they attend, so she can reinforce and consolidate their learning. Developing systems of planning and co-ordinating assessments and observations is an area she has identified to develop.

Children learn how to keep themselves safe by, for example, the childminder teaching them road safety when on outings. They also learn how to move around the house safely, for example by not running, and are confident in the procedure to be followed if they have to evacuate the premises. The childminder ensures that all who come into contact with the children are suitable and has a secure understanding of the child protection procedure. She has been proactive in seeking further training to keep her knowledge up-to-date in this area. She has all documents, policies and systems in place to protect children in, for example, an emergency situation.

The quality and standards of the early years provision

Children are happy and well settled with the childminder. They are eager to learn and explore, and enjoy activities which are presented to reflect their interests and stages of development. Although the childminder knows all of her children extremely well and plans activities which will help them to progress, this is done informally and it is therefore not possible to tell from the records kept if all children are making as much progress as possible. However, the childminder is able to describe the progress and attainment of all the children she cares for. She has begun to engage in new systems for planning activities linked to children's stages of development, and this is an area she intends to develop immediately. She keeps a daily diary, and the comments within, from both herself and parents, indicate this is a helpful system for observing children's achievements and planning activities to build on what they already know and can do. Children play in an enabling environment where they access their toys easily. They enjoy exploring shapes and comparing sizes. The childminder reinforces their learning by using terminology to do with shape, size, position and colour. She interacts with them constantly and gives praise for their achievements. They develop imaginative play as they move cars around in the garage, and develop their small muscles by picking up the small items. They explore the texture, colour and feel of paint as they apply it with sponges and their fingers, and laugh with delight at the results. They enjoy books and stories with the childminder, who encourages them to engage in the books by pointing to things they recognise, or opening the flaps to reveal a character. Children develop their larger muscles as they have wheeled toys to ride on in the playroom. They also go on frequent walks and outings.

Children are kept healthy as the childminder ensures that those who are sick or infectious do not attend. She has all systems in place to respond appropriately in the event of an emergency and is qualified in first aid. Children bring packed lunches from home and the childminder ensures these are stored appropriately. She encourages healthy eating in her home and parents respond to this by packing

healthy contents in the lunchboxes. Daily outings ensure that children benefit from the fresh air and exercise. Children are kept safe in the home as the premises are secure and the childminder maintains rigorous supervision of the children at all times. She ensures that her risk assessments are reviewed regularly, however not all the proposed outings have been included. Also, daily checks to ensure household items are inaccessible are not always done in a timely fashion. Children are calm and very well behaved, responding positively to the childminder's constant attention. She implements effective strategies of positive reinforcement and ensuring children are happy and occupied. They learn to understand the needs and feelings of others by discussion and playing with toys and books depicting positive images of diversity. This helps them to develop skills for the future.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.