

Inspection report for early years provision

Unique reference number	EY101475
Inspection date	20/01/2010
Inspector	Judith Harris
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 rates 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

© Crown copyright 2009

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 was registered 2001; she lives with her husband and four children. Her oldest child is at university and the three are aged 17, 14 and 12 years. The childminder lives in Yelland, in North Devon. Children use the whole of the ground floor of the childminder's home and her bedroom on the first floor can be used for sleeping babies. Children have access to a large enclosed back garden available for outside play. A maximum of six children aged from birth to under eight years may attend the setting at any one time. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children attending who are within the early years age range. The family have a Jack Russell dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a secure and in-depth knowledge of each child's individual learning needs and interests. Her knowledge actively supports her to effectively meet children's needs. Children are clearly safe and secure in the childminder's home and on regular outings to the local and wider area. The childminder builds good positive partnerships with parents and other settings, which effectively support her to meet the children's needs. The developing use of self-evaluation and reflective practise ensure that the childminder is able to identify the strengths and weaknesses of 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 develop systems for gathering information about children's learning and development from starting points
- continue to develop systems for reflective practise and self-evaluation to ensure continuous improvement

The effectiveness of leadership and management of the early years provision

The childminder has well organised systems to ensure that all adults in her home have up to date checks and remain suitable. The childminder checks the identity of any visitors and ensures that all un-checked visitors are properly supervised. The childminder supports safeguarding in her provision through policies and procedures that are in line with the Local Safeguarding Children Board guidelines. The childminder carries out a good range of risk assessments on all areas of her home and for all outings with the children. These are used effectively to ensure that children's safety and security are maintained at all times. The emergency evacuation plans are in place and the childminder is careful to closely monitor the

safe arrival and collection of all children in her care.

The childminder's well organised systems ensure that all required records and documentation are available for the ongoing support of each individual child. She is effective in sharing all relevant records with the parents, including any accident and medication records and daily information about activities and events. The childminder uses the information she gathers and her knowledge of each children as an individual to support her in meeting children's diverse learning and welfare needs. Well planned and organised daily routines ensure the childminder makes good use of her time and children have a good amount of play space in which they can take part in a good range of activities.

The childminder is developing her use of self-evaluation to accurately identify the strengths and weaknesses in her provision, and provide achievable plans to drive improvement. She is effectively developing her knowledge and understanding of the Early Years Foundation Stage, and makes good use of the framework. The positive relationships that the childminder has with both parents and other provisions are successful in supporting her to build a clear and complete picture of each individual child. Written records are provided for parents to help them gain an understanding of their child's learning journey. The childminder has daily verbal exchanges of information with parents and provides a daily record for each child. She has good links with the pre-school and school attended by the children in her care and uses these links to extend children's learning in all areas.

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

Children are cared for by an experienced childminder who provides a comfortable and relaxed environment, where children are happy and clearly feel secure. The care with which the children are nurtured ensures that they have warm supportive relationships with the childminder. This supports the children to feel safe and confident and to play freely, making independent choices from the activities provided. The childminder is making use of the learning journey information she gathers for each child to support her in building clear pictures of children's individual needs.

Children play in the family room and they have access to the sitting room and conservatory. In all areas children have direct and safe access to a wide range of toys, equipment and resources that are suitable for their ages. Children have direct access to the large garden for outdoor play and they go on regular walks in the local area. Children are playing a role play game, they have a den to play in and ask the childminder for the play kitchen and play food to extend the game. Children use exceptional imaginative skills and good levels of concentration to develop, invent and create through the role play. Photos evidence and evidence from children's records shows that they take part in a wide range of activities and experiences that clearly support them to explore, experiment and discover. The children invite the childminder to join in the play and she uses a very good range of interaction to encourage and extend the children's development of the play. She uses a combination of open questions and descriptions of what the children are

doing to support their language development and challenge them. The childminder has extended her range of resources to encourage children's understanding of the wider world.

The childminder is enthusiastically embracing the Early Years Foundation Stage, and developing her skills for carrying out observation and assessments. Each child has a learning journey book, which contains photographs of the children at play with links to the learning that is taking place. The information collected for each child supports the childminder to ensure children's individual needs are equally met through the provision of appropriate activities and experiences.

Children are carefully supported to learn good basic hygiene skills through the use of good hygiene routines. Children are taken to wash hands before eating and after playing outside. Children are offered a good range of healthy and balanced meals and snacks, and the childminder takes detailed information about any special dietary restrictions. She works closely with parents to ensure children have well balanced diets. The childminder has a clear understanding of the importance of the use of positive age appropriate strategies to support children's behaviour. Her in-depth knowledge of each child ensures she is able to make effective use of distraction and re-direction to prevent children becoming upset or frustrated and support them to develop skills for self-control.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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	2
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
--	-----