

Inspection report for early years provision

Unique reference number	EY233233
Inspection date	25/01/2012
Inspector	Julie Wright
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.

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 2003. She lives with her husband, adult son and 14-year-old child, in Ivybridge, Devon. Rooms used for childminding include the whole of the ground floor, first floor bathroom and childminder's bedroom. There is a fully enclosed rear garden for outdoor play. The family have a dog and a parrot.

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 14 children on roll, four of whom are in the early years age range. The childminder attends local carer and toddler groups. She is a member of the Devon Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets the individual needs of children in her care. She provides a good range of toys and activities to promote children's overall development. Most aspects of assessment and planning are effective. The childminder works closely with parents and others, in the interest of children's welfare. She reflects on her practice and demonstrates a clear capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities for parents to contribute to the assessment records
- improve the opportunities for children to develop their speech and language.

The effectiveness of leadership and management of the early years provision

The childminder provides a warm, welcoming and secure environment, which means that children feel safe in her care. Routine risk assessments are undertaken and hazards to children are minimised. All required consents are in place and the childminder informs parents about her policies and procedures. She promotes children's health, safety and welfare through good practice. The childminder attends relevant training and demonstrates clear awareness of safeguarding issues.

The childminder organises her space and time well to meet the needs of children attending. She is flexible in her provision and makes suitable arrangements with

parents. For example, she takes children to and from pre-school and primary school. Children have access to age-appropriate toys and play materials, which enables them to make independent choices. Resources are in good condition and reflect diversity. The childminder rotates toys and activities to promote equality of opportunity for children. Suitable arrangements are in place to meet children's dietary requirements. The childminder demonstrates clear awareness of healthy options, such as, in the provision of fresh fruit and cordials with reduced sugar. She is attentive to children and they respond well to her positive, consistent approach.

The childminder observes, assesses and plans for children's progress. Each child has a development record, which is always available to parents. However, there is not a system for parents to contribute to these. The childminder has frequent discussions with parents about their children's welfare and activities. They work well together to support children through different stages, for example, during weaning and potty training. Parents provide highly positive feedback on the care through a number of questionnaires. They include comments on how much children enjoy being there, and how well they progress. The childminder has effective partnerships with parents and other agencies to support children's development. She has good links with other providers, where children attend more than one setting. This promotes continuity of care for children. The childminder self-evaluates the effectiveness of her provision. She keeps up-to-date with current requirements through appropriate training. Courses include Early Years Foundation Stage, Safeguarding and First Aid. The childminder continues to develop her practice.

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

Children settle well and are happy in the care of the childminder. Babies and toddlers show interest in their surroundings and readily explore. They select toys and play with activity centres, which promote their curiosity and help them to discover. For example, toddlers roll balls down ramps and work out where things fit. They enjoy the differing light and sound effects as they press and turn buttons or levers. Children enjoy using musical instruments, singing and dancing, which promotes creativity and physical development. Books are accessible and young children enjoy sitting close by the childminder to look at pictures. They attempt to repeat words, although at times the retention of comforters limits their ability to speak.

The childminder provides mark making and writing materials for children. She has good awareness of their children's individual interests and abilities. For example, older children are independent and play games that are more complex. Younger children benefit from close support and attention. They form warm attachments to the childminder and are secure. The childminder interacts well with children, instigating fun games, such as, hide and peep or tickling. Babies and toddlers smile and laugh, showing their pleasure and trust. Children develop self-esteem and behave well in the care of the childminder. They follow consistent routines and

understand what she expects of them. Consequently, children develop a sense of responsibility, which contributes to their safety.

The childminder models good hygiene practice for children to learn. Babies and toddlers show clear progress in self-care, for instance, they express needs such as thirst and tiredness. The childminder responds promptly to settle children and comfort them. Children enjoy regular outings, which provide opportunities to socialise, for example, at toddler groups. Trips to the park enable them to benefit from fresh air, physical play and to become aware of the natural environment. The childminder encourages children's learning and interest. As an example, children collect leaves and natural materials to create a collage. Children experience a variety of sensory and creative play activities, such as, sand, water, dough and paints. They make cards and pictures to link with special events during the year.

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

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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