

Inspection report for early years provision

Unique reference number	EY283639
Inspection date	14/11/2011
Inspector	Brenda Flewitt
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 was registered in 2004. She lives with her husband, adult child and 14-year-old child in Ashburton, Devon. The ground floor is mainly used for childminding, including a lounge-dining room, conservatory playroom, kitchen and toilet facilities. Sleeping provision is available on the first floor. There is an enclosed garden available for outside play. The family has four dogs, to which the children have supervised access.

The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend; of these, three may be in the early years age range. There are currently 10 children on roll, including seven in the early years age group. The childminder also cares for children over the age of eight years. She is a member of the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a secure and welcoming family home where their safety is, overall, well fostered. The childminder promotes positive relationships with parents, which result in her knowing the children well to meet their individual needs effectively. Children engage in a broad range of inside and outside activities that helps them make good progress in most areas of their learning and development. The childminder liaises well with other childcare professionals, which helps her identify areas for development. She increases her knowledge about various areas of childcare by attending training courses to effectively continue to improve the experiences for children.

What steps need to be taken to improve provision further?

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

- use the Practice Guidance for Early Years Foundation Stage to promote effective practice, planning and resourcing to support children's learning further
- practise the evacuation drill more frequently so that all children learn what to expect in a real situation to promote their safety fully.

The effectiveness of leadership and management of the early years provision

Overall, the childminder implements clear policies and procedures to promote children's welfare and safety. She has a good understanding of safeguarding children, which includes the procedures to follow if there are concerns. She has a system to routinely record children's existing injuries and keeps her knowledge up to date through training. This all effectively contributes towards protecting children from harm. The childminder completes detailed, risk assessments to provide a safe environment for children to play in the home and on outings. All of the required records are in place, well organised and stored confidentially.

The childminder organises her home well to meet the children's needs. Children use a good range of toys and equipment, which are stored in a dedicated play room, enabling them to make spontaneous choices. The childminder makes good use of local facilities to provide outings to enhance children's learning. For example, regular attendance at children's groups enables them to use alternative resources and develop their social skills. Visits to a caf promote children's understanding of how to behave in a more adult environment. Children meet a range of people when they are on outings. They learn a positive attitude to people's differences through the good example set by the childminder.

The childminder promotes effective relationships with parents. She provides clear information about her setting, which includes written policies and procedures. The childminder encourages daily, verbal exchange of information to meet children's individual needs and this is supported by two-way diaries for younger children. Parents say they are very happy with the care of their children in a safe and welcoming environment. They particularly like the variety of outings that children go on and praise the childminder's effective communication. For children attending other early years settings, the childminder liaises regularly with practitioners to share information to effectively promote their wellbeing.

The childminder has good methods to identify areas for development, which include sharing ideas for good practice with other childcare professionals. For example, she is improving the information shared with other providers to include more aspects of children's learning. The childminder has addressed the recommendations set at the last inspection, which has improved aspects of younger children's learning and development. The childminder extends her knowledge about various aspects of caring for children through training courses. This supports continuous improvement in children's learning experiences.

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

Children are happy, settled and secure in a welcoming family environment. They develop good relationships with the childminder and one another. Children develop a strong sense of belonging. They enjoy looking at photographs of themselves and their friends and attend children's groups in the local area, where they get to know other people. Children behave well. They know what to expect through familiar routines and clear explanations. They learn to share and take turns, and are encouraged to display good manners. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem and confidence.

Children participate in a wide range of indoor and outdoor activities that helps them learn through play and develop good skills for the future. The childminder is aware of each child's interests and family background, which enables her to support their learning. Children develop a sense of number, shape and quantity through play and everyday activities. For example, children are involved in making play dough; they count the number of cups of flour, measure amounts of liquid as in the recipe and then choose various colours of glitter to add. They use different tools to mould the dough into identified shapes. Children use language well to communicate. They are confident in making their needs known and chat together to organise their play.

Children's days include a good variety of outings that raise their awareness of the wider world. Regular walks and visits to farm attractions encourage children's curiosity about wildlife and animals. A favourite activity with some children is 'letterboxing' while walking on the moors. This develops their enthusiasm for problem solving and promotes an interest in written communication, as they use stamps to make their mark. The childminder knows children well as individuals, which enables her to set appropriate challenges to promote their good progress overall. She records some observations of particular activities and uses a written system to identify any gaps in their learning. However, she does not always use the Early Years Foundation Stage guidance document effectively to support clear planning for children's next steps.

Children gain a good understanding about a healthy lifestyle. They learn good routines for their own personal hygiene. Children make choices from healthy options for meals and snacks and learn about the effect on their bodies through discussion. They have daily, fresh air and exercise by way of garden play, going for walks and visits to local parks. Overall, children gain a good understanding of how to keep themselves safe. Although the childminder has considered a clear emergency escape plan, she has not practised it with all children, so that they know what to expect in a real situation. Children effectively learn about aspects of their own safety, such as crossing roads and using equipment sensibly.

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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