

Inspection report for early years provision

Unique reference number	EY290221
Inspection date	26/08/2009
Inspector	Anne Mitchell
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 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 has been registered since 2004. She lives with her husband and son in a cottage on the outskirts of Gittisham, near Honiton. The ground floor of her home is used for childminding and children have access to the bathroom and bedroom on the first floor. An area of the garden has been decked and a fenced grassed area has been created for the children to use. There are no pets in the house, but the family own dogs, turkeys, chickens and pheasants, which live in outbuildings, at the end of the garden.

The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A total of five children may be cared for at any time, two of whom may be in the early years age group. There are currently five children on roll, all of whom are in the early years age group. The childminder holds a relevant childcare qualification, and has previous experience of working in day nurseries.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder knows each child in her care well and meets their needs effectively. She provides a good balance of indoor and outdoor play and learning experiences to help children's progress towards the early learning goals.

Systems to monitor the effectiveness of the setting are in the early stages, but are beginning to clearly identify areas for development. This ensures that the childminder's capacity to improve is good.

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 children's developmental records
- continue to develop systems to evaluate the provision.

The leadership and management of the early years provision

Children are effectively protected from harm and neglect. The childminder has attended safeguarding training and has a secure knowledge and understanding of signs and symptoms of possible abuse. She is fully aware of the procedures to follow in the event of any concerns being noted. Regular risk assessments are completed to ensure children are safe in the home, garden and on outings. All required documentation is in place to support children's health and well-being, such as medication and accident records, as well as parental consents and agreements.

Systems to monitor and assess the provision are generally effective. The childminder has successfully addressed recommendations from the last inspection. She demonstrates a commitment to training, to improve outcomes for children. She has attended recent courses on the Early Years Foundation Stage, safeguarding and observation, assessment and planning. The childminder has started to complete a written self-evaluation, and talks to parents and children to gain their views.

The childminder has developed a strong partnership with parents and carers. A daily diary is provided for younger children and babies to keep parents informed about their children's routines and progress. Parents enjoy informal discussions on a daily basis, and are able to look at their children's learning journeys at any time. There are currently no consistent systems to include parents' comments in children's development records.

The quality and standards of the early years provision

Children are settled and happy in the childminder's care. Throughout the day they experience a broad and varied range of resources and activities to keep them involved and promote their development in all areas. They enjoy using the Leapfrog 'Fridge Phonics' game and the childminder helps children find the letter corresponding to their name. The childminder responds to children in a caring and sensitive manner and successfully promotes their language and vocabulary through positive interaction. Children are very motivated and interested in their play and learning, as the childminder engages them asking 'Who came to play with you yesterday?' The child tells her who came to play and what they did, and the childminder responds with genuine interest.

The childminder gives children time to make choices and helps children take turns, saying 'Let's let M choose and then you can choose next'. She participates in children's play with enthusiasm, and encourages children to move around the room in different ways to a music and movement tape. Planned activities are based on children's interests. For example, a child becomes interested in owls following a trip to a local country park, so the childminder obtains a story sack including a book about owls, some cuddly toys and a mobile. Children enjoy regular outings to toddler groups and parks. They help to plant vegetables in the childminder's garden and love to cook blueberry scones. Each child has a written plan that shows their progress in each area of learning, and the next steps for their individual development. This identifies resources and activities required for children's next steps. Individual scrapbooks show children's progress through brief written observations and photographs.

Children's health and safety is effectively promoted. Children learn about staying safe through reinforcement in the home and on outings. They work together to clear a space for music and movement and look and listen for traffic on outings. Children enjoy physical activity and fresh air through outdoor play and outings. Gardening activities successfully promote their understanding of healthy lifestyles. They learn about good hygiene from an early age and are encouraged to wash

their hands before snack. Children dry their hands on named colour coded towels to limit the spread of infection.

Children's behaviour is good. They relate well to each other and are provided with a range of interesting and challenging experiences that keep them well occupied. The childminder and her son are good role models for the children. The childminder encourages children to share and take turns and uses positive strategies such as praising children's achievements and thanking them for helping to tidy.

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?	2
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
---	-----

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