

Inspection report for early years provision

Unique reference number	EY294415
Inspection date	28/04/2009
Inspector	Heather Morgan
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 three children in a semi-detached property on an estate in Heathfield, near Bovey Tracey, in Devon. Children have use of the whole property and a secure garden. The family have four cats, and two dogs. The dogs are secured in an enclosure in the garden.

The childminder is registered on the Early Years Register, and may care for a maximum of five children at any one time. She is currently minding two children in the early years age group. The childminder is also registered on both the compulsory and voluntary parts of the Childcare Register and provides care for older children before and after school.

The childminder holds a level three qualification in childcare and education.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children engage in a wide range of indoor and outdoor activities that support their progress and development well. The childminder works closely with parents to meet the individual needs of all children attending. She has a good commitment to improvement and accesses regular training and workshops to keep her knowledge up to date and to support her in improving outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop procedures for planning activities to clarify learning objectives for individual children
- extend information included in the safeguarding children policy, to clarify procedures to be followed in the event of any allegations

The leadership and management of the early years provision

Well organised, clear documentation is in place and demonstrates how all regulatory requirements are met, although the safeguarding policy lacks clarity. Nevertheless, the childminder has a clear understanding of her safeguarding role and responsibilities; she is alert to the different signs and symptoms of child abuse and confidently implements appropriate procedures in the event of any concerns. She gives good priority to children's welfare at all times and has systems in place for the appropriate recording of information, with due regard to confidentiality.

Policies and procedures are shared with parents, which ensures they are well informed about the service she offers and also promotes good continuity of care.

The feedback she receives from parents demonstrates that they are happy with the care she provides for their children. Regular discussions and the exchange of daily diaries underpin effective communication and provide a link between the childminder, parents and other settings.

Well planned daily routines provide a familiar structure, which reflects home eating and sleeping patterns for young babies and takes account of dropping off and collecting older children from school.

The childminder regularly reflects on her practice by, for example, evaluating weekly plans to assess their success in meeting children's learning and development needs. The childminder has a good commitment to developing her knowledge and understanding of child development and learning, and is currently working towards a higher qualification. She evaluates training sessions to find ways of incorporating new ideas to enhance her existing practice, for example when planning activities to support children's progress.

The quality and standards of the early years provision

Children have many opportunities to play outdoors in the fresh air; when at the childminder's home they choose freely between indoor activities and playing in the garden. They get plenty of exercise as they develop skills using wheeled toys and balls, and they also go out for walks and on outings.

Children are learning to respond to their own needs; for example, they help themselves to drinks of water whenever they feel thirsty. They enjoy nutritious meals which are prepared with fresh ingredients, and snack on fresh or dried fruit if they are hungry between meals. Special dietary needs are met well and individual preferences are taken into account when the childminder is planning her menus. She works closely with parents to introduce new foods when babies are being weaned.

Children are safe and secure in the childminder's home as regular checks are undertaken to ensure the premises and equipment are in good condition and steps are taken to protect them from hazards; for example, by restricting access to the stairs and kitchen using safety gates. When children go on outings, the journey and destination are thoroughly assessed to ensure the childminder is able to keep children safe when they are away from her premises.

Children have good opportunities to access interesting and enjoyable activities both indoors and outdoors. As well as initiating their own play, they access a range of activities that are carefully planned to ensure they access all areas of curriculum. Activities sustain children's interest well as the childminder provides sensitive support and demonstrates different ways to use familiar resources. For example, she shows children how to make castles in the sand pit, which extends their play as they concentrate hard on filling and overturning the bucket.

Good care is taken to ensure that activities are appropriate for the different ages and stages of development of the children attending. For example, a young baby

plays safely on her individual play mat, exploring a range of equipment using different senses, whilst older children access puzzles, construction and imaginative play equipment nearby. Young children have opportunities to enjoy activities together, for example, when they sing rhymes or listen to stories with the childminder.

The childminder regularly observes children as they play and assesses their achievements. She uses this information well to identify what children need to learn next, then adapts her plans to reflect this. However, although plans ensure that all areas of learning are given due attention, they lack sufficient detail to ensure that learning objectives are clear, to support the childminder in ensuring that each child achieves their full potential. Nevertheless, the childminder knows the children well, discusses their development with parents and supports them in making good progress towards the early learning goals.

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
--	-----