

Inspection report for early years provision

Unique reference number	EY308618
Inspection date	02/11/2009
Inspector	Sara Bailey
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 registered in 2005. She lives with her partner and two children aged nine and five years of age in Tiverton, Devon. All of the home is used for childminding. There is a fully enclosed rear garden for outside play. The family have a dog, which children have supervised access to. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, all of whom are in the early years age range. The childminder is registered to provide overnight care for two children under eight years of age.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met really well due to the way the childminder has implemented the Early Years Foundation Stage (EYFS). Their learning and development is really well planned, observed and recorded to share with parents. All aspects of children's welfare are continually evaluated and improved, through the childminder's knowledge from ongoing training. She is very proactive at implementing change and 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:

- further improve steps to prevent intruders entering the premises and children leaving the premises unsupervised
- further develop the organisation of children's records to ensure contracts and consents for all children are available on the premises at all times

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding issues in order to protect children. For example, her safeguarding policy is comprehensive and shared with parents. She has systems in place to record any concerns about children and aware of the procedures to follow in the event of being concerned. She has undertaken risk assessments of the home, garden and outings to ensure children are safe whilst in her care. Although she has an intruder alarm fitted to the front door to alert her to the door opening, intruders are still able to walk in and children can open the door. This compromises children's safety. All other aspects of safety are given high priority, such as practising fire drills in both the day and at night with her own children, in order to protect minded children whom she provides overnight care for. She also has a pack of information on her each time she leaves the home, alerting the emergency services that she is a childminder and giving details of each child with her and their contact details.

The childminder has completed a self-evaluation of her provision, which is an accurate reflection of the care provided. Any weaknesses identified through inspection were immediately agreed with, and the childminder is very proactive about how she will implement positive change. She is currently studying to complete her Diploma in Homebased Childcare and shares ideas to improve her practice with other childminders and professionals.

The childminder works in partnership with parents well to identify children's starting points on admission and plan for their individual needs. She shares information with parents about children's progress towards the early learning goals and the EYFS in general. The childminder uses daily diaries to share details of children's care and routines between home and the setting. However, not all documentation is maintained on the premises for all children, as it is still with parents for completion. This organisational weakness compromises children's continuity of care. The childminder respects parents wishes with regard to children's sleep routines and supports breast-feeding mothers who visit their babies during the day whilst in her care. The childminder is also implementing sign language with babies in line with their home routines. She is very aware of inclusion and promoting equality and diversity in all she does with the children and in her information to parents.

The childminder supervises children well between the two rooms mainly used for childminding and when she needs to accompany one child to the bathroom on the first floor. She uses the space both inside and outside effectively to meet the needs of children. For example, the stepped garden can be sectioned off at various levels and the pet dog and pet food are kept in the utility away from children, allowing only supervised access whilst out on walks and in the garden. The home is attractively laid out with quality toys and activities for children's arrival. The home is welcoming to children.

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

Children's individual needs are really well understood and met very effectively. For example, shy children are sensitively introduced to the inspector so they eventually feel safe and secure to be confident with visitors to the home. Children who are anxious about getting messy are really well supported to explore different materials and develop a love of play-dough, paints and chalks. Children experience and enjoy a range of activities both in the home and whilst on outings across all six areas of learning. Their learning and development is clearly recorded through photographs and observations linked to again to the six areas of learning. These are used to plan for future activities and toys the children have to play with. Their play is really well supported through the childminder's interaction, questioning and props used to aid children's understanding. For example, children use laminated pictures of fruit and vegetables when they are involved in the shopping for their snack.

Children find the relevant pictures again when they are waiting for their snack to

link the two activities. A drinks tray is labelled so that children know where they can find their drinks whilst playing and help aid word recognition. All snacks provided by the childminder are healthy and the childminder encourages lunchboxes provided by parents to meet the same standard. Babies milk feeds are heated using a jug of boiling water and then cooled to the appropriate temperature to ensure it is safe and babies are appropriately cuddled in whilst having their feeds. Children learn the importance of good hygiene through regular hand-washing routines, using liquid soap and a regularly changed hand towel to prevent the risk of cross infection. Children benefit from regular outside play and physical activities.

Children develop a good awareness of how to keep themselves safe due to discussion as they play, for example, with scissors and toy tools. They regularly participate in emergency evacuation procedures and are explained to why throwing toys is dangerous.

Children develop a sense of belonging to the setting and have positive relationships with the childminder. Each child chooses a fish from the local aquatic centre during one of their regular visits when they start with the childminder, which is named and cared for by each child. Children's behaviour is managed consistently and positively, with children clear about house rules such as no guns being played with or made with construction sets. Children benefit from outings to local attractions, woods and toddler groups to develop their social skills.

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

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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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