

Inspection report for early years provision

Unique reference number	EY345723
Inspection date	26/02/2010
Inspector	Marie Thompson
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 2007. She lives with her partner and two children aged four and one year, in a detached property in Exeter, Devon. The whole of the childminder's house is used for childminding. There is an enclosed garden accessible to children. The family do not have any pets.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years; of these one can be in the early years age group. Currently, the childminder is minding one child in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming, warm and calm family environment to all children in her care. Her interaction with the children is a key strength. The childminder recognises the uniqueness of each child and provides an inclusive service where each child is valued. Children have their learning and welfare needs met effectively as the childminder has developed a very good partnership with parents. The childminder effectively monitors and evaluates her provision and this demonstrates her commitment to ongoing improvement and development.

What steps need to be taken to improve provision further?

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

- share children's identified next steps in learning with parents promptly and involve them more in the ongoing observation and assessment process

The effectiveness of leadership and management of the early years provision

The childminder provides a fully inclusive environment where children's individual needs are continually recognised and respected. The childminder has a good understanding of her role to promote equality and diversity. She plans a range of activities and experiences to enable children to learn about diversity and the wider world. The childminder is aware of her role in safeguarding children. She ensures she has up to date knowledge of the signs and symptoms of abuse, associated behaviours and the procedures to follow should she have concerns about a child in her care. Comprehensive risk assessments are in place for the premises and outings to ensure children are safe. Children take part in the risk assessments, for example, they pointed out that the ladder to the top bunk could be dangerous and needed to be removed. Children are beginning to learn about keeping themselves safe. They regularly participate in fire evacuation drills. The childminder uses the 'Frances the Firefly' resources pack to support children's learning about fire safety

and feeling safe. For example, children dressed as firemen, made a poster about fire safety and worked out safe exits from the house and garden. They learn about road safety because the childminder reminds them why they should stop, look and listen.

The childminder is starting to make effective use of self-evaluation and reflective practice, to identify the strengths and weaknesses in her provision accurately and to develop action plans for the continuous improvement of the provision. She is enthusiastically developing her knowledge and skills through training opportunities and networking with other childminders. Positive relationships with parents and others enable the childminder to ensure that the children are happy, confident and secure in her care. She has made strong links with the local pre-school and attends many events at school that the children take part in. The childminder shares information with parents on a daily basis, which ensures they have a good understanding of the activities and experiences their child has experienced. Well organised systems ensure all required records and documentation are available and provide all necessary information for the ongoing support of each individual child. The childminder actively seeks parents' views of her service through regular questionnaires, to ensure she is meeting children's needs and requirements. Parents' opinions of the service and cards indicate they are very happy with the level of care, communication and environment provided. The parents obviously value the childminder's congenial and consolatory approach to caring for their children.

The childminder organises the space in her home well and deployment of resources is good, to ensure children have space to move around freely and independently. Play is extended into the second and third bedrooms and the garden playroom during the summer months. The childminder provides a wide range of activities and experiences both inside and outside the home. Interaction is very good and the childminder spends her time focused on children's enjoyment and achievement. She has a warm and affectionate manner and is attentive to children's needs. The childminder enthusiastically joins in the activities with the children, such as dressing up as the characters from 'Lazy Town' and enjoying 'Dancing Days'. Overall, the effectiveness of good leadership and management consistently maintains children's health, welfare and safety, promoting outcomes for children.

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

Children are happy, confident and secure in this homely environment where the childminder takes good care to meet their individual needs. The childminder thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives and the resources and activities she provides. Children make good progress in their learning and development as they can independently access a range of suitable resources. The childminder has a good awareness of what children like and dislike. She uses this knowledge appropriately to ensure they are motivated and activities are based on their interests and primarily child-led. The childminder is enthusiastically embracing the Early Years Foundation Stage

framework. She makes observations of children's progress, supported by photographic evidence and records the information appropriately. However, children's observation records have not been shared with the parents in order to fully involve them in the ongoing observation and assessment process.

Children are well behaved. They thrive on the positive praise they receive from the childminder, which promotes positive self-esteem and confidence. This, combined with the good example set by the childminder and her appropriate procedures for behaviour management, ensures all children learn right from wrong. The children engage confidently in conversation, chatting about what they have played with and previous activities they have done. For example, children spoke confidently about what happened when they froze plastic animals in ice because they were interested in why puddles froze during the snow. Access to a range of jigsaws and construction toys encourage children to learn about the concepts of shape, size, and colour. There is a good range of books and puzzles showing children and adults of different nationalities and differing abilities, that the children and childminder look at and discuss together. Children are supported in developing the knowledge, skills and understanding to help them make sense of the world, for example, through trips to stately homes and gardens. Their imagination is encouraged with the use of a puppet theatre and dressing up days. Children adopt good personal health and hygiene practices. They follow the good role model of the childminder, who keeps her home clean and well maintained. Children enjoy some lovely days out. For example, they have been to: Exmouth beach where they ran around barefoot and drew a sand angel in the sand; had a great time at Killerton House taking part in the princess, fairies and elves day; visited the 'Living Coast' where they saw the animals and enjoyed a day out at Escot Garden. To encourage children to eat more healthily they are growing fruit and vegetables on the childminder's allotment. They grew pumpkins from seeds, then made pumpkin monsters followed by pumpkin soup, which they called 'witches brew'. Children help to dig and plant rhubarb, onions and carrots at the allotment and bring them back to eat for snack. This activity was extended by the use of a 'story sack', which included a variety of artefacts that encouraged the children to make a scarecrow for their allotment. The childminder uses a very good resource pack from 'Change 4 Life' that contains 'healthy snakes and ladders', which links to movement as well as helping awareness of counting, simple addition and subtraction. In addition, there is a good range of outdoor equipment in the garden for children to use. As a result, children are making good progress towards adopting healthy lifestyles.

Children are making extremely good progress in their communication, language and literacy skills as they chat happily throughout the day. The childminder competently extends their language by introducing new vocabulary, as well as new concepts and ideas. For example, children use the calendar on the wall to learn about the days of the week and maps to look at where different countries are in the world. Children self register using laminated cards with their names on, which they stick on the wall. They are able to mark make with chalks on the wall in the garden playroom. Children's creative development is fostered through art and craft activities undertaken both in the childminder's home and at the groups they attend. The children learn many skills for the future which are embedded within the daily routines.

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

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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