

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY347368      |
| <b>Inspection date</b>         | 29/09/2010    |
| <b>Inspector</b>               | Judith Harris |
| <b>Type of setting</b>         | 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 registered in 2007 she lives with her husband and two children aged five and one year. They share their home with her parents in South Molton. Children use all areas of the ground floor of the childminder's home and there is a fully enclosed garden for outdoor play. A maximum of four children aged from one to eight years may attend the setting at any one time. There is currently one child attending within the Early Years age range. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder holds an NVQ level 3 early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is a qualified and experienced individual who demonstrates a good knowledge of child development and individual children's learning needs. Children play in a safe and secure environment within the childminder's home. The childminder builds positive partnerships with parents that effectively support her to meet the children's needs. The developing use of self-evaluation and reflective practice ensures that the childminder is successfully supporting the continuous improvement of her provision.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 28/10/2010

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

- further develop partnerships by improving systems to gather information about children's learning and development in the Early Years Foundation Stage outside of the setting
- enhance the engagement with parents by developing more service-specific policies and procedures

## **The effectiveness of leadership and management of the early years provision**

The childminder has well organised systems to ensure that all adults in the home have up-to-date checks and remain suitable to be with children. Safeguarding children procedures are in place using Devon Childminding Association policies and procedures that provide information in line with the Local Safeguarding Children Board guidelines. The childminder's home is a safe and secure environment where children move freely accessing different areas for play. The childminder risk assesses all areas in the home well and carries out a risk assessment as part of her plan for each outing with children. However, the childminder does not keep a record of risk assessment, as required.

The childminder has all required records and documentation for each child to successfully provide all necessary information for their ongoing support. There are good systems in place to ensure she is sharing all records with the parents, including daily details of any accidents and any medication administered. The childminder has copies of the Devon Childminding Association policies and procedures which she shares with parents. She is beginning to develop some more service specific policies and procedures for her provision. The childminder is positive and confident about the inclusion of children with different abilities and needs. Using her observations and assessments and ongoing exchanges of information with parents the childminder is able to ensure she is meeting children's diverse and changing needs. She uses resources well to support children's learning and development.

The childminder is developing her use of self-evaluation and reflective practice. She begins to identify the strengths and some areas for development in her provision. The childminder has continued to develop her understanding of the Early Years Foundation Stage and has met previous recommendations effectively. She works closely with parents to build good relationships which are supported by daily exchanges of information and sharing ongoing records of children's learning journeys. The childminder has systems in place to exchange information with other settings attended by children in her care.

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

Children are well settled and happy in the calm and comfortable atmosphere of the childminders home. The childminder is successfully building close nurturing relationships with the children. Young children show they feel safe and secure when with the childminder and she teaches older children well about how to keep themselves safe. Children develop good levels of independence and they move confidently around in the play space choosing toys, equipment and resources to play with. The childminder uses observations and assessments to develop an individual learning journey for each child. This ensures that she is able to build

a picture of the children's ongoing and changing needs.

Children have plenty of play-space in the childminders home which provides the young children in her care with clear floor space to safely explore. In the sitting room children have direct and safe access to a range of toys, equipment and resources that are suitable for their ages. Children enjoy exploratory play. They play freely with musical cause and effect toys and with dolls and buggies. After this free play time the childminder provides a focused activity for the children. They sit at the dining table and the childminder provides them with collage materials and glue and paint so that they can use their creative skills to make individual pictures. Children play freely with the glue and they are clearly delighted by the activities and excited to explore and experiment with the paints. The childminder makes very good use of her interaction to encourage the children to make patterns with collage materials and with their fingers in the paint. The childminder talks with the children about the shapes and colours of the collage materials and paints. She allows time and space for the children to create, explore and experiment with the different mediums and as they do so they gain useful skill for the future. The flexible and relaxed routines ensure that children are able to lead the play and have time and space to explore and develop through their own interests. In the garden children have outdoor toys and equipment that allow them to explore and discover. To extend their physical play experience they have outdoor play in local parks and at the beach.

The childminder has embraced the Early Years Foundation Stage and developed a secure understanding of the framework. She has developed individual learning journey records for children which are supported by good observations and assessments. Children's records contain a mix of photographs, samples of children's work and short statements of learning. The childminder uses these records to provide clear ideas for children's individual next steps which support and extend their learning. Systems are being developed to enable the childminder to gather information from parents about children's learning outside of the setting.

Children are carefully supported to learn good basic hygiene skills through the use of good hygiene routines. Children they are offered a good range of healthy and well balanced meals and snacks and have drinks available at all times. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. With the young children in her care she makes good positive use of distraction and redirection to support good behaviour.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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                                                                    | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships                                                                    | 3 |
| 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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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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| 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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