

Inspection report for early years provision

Unique reference number	EY364940
Inspection date	02/12/2008
Inspector	Janet Butlin
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2007 and lives with her husband and two young children in a quiet cul-de-sac in the town of Chudleigh, in Devon. The home is accessed by a level pathway. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register to care for up to four children. At present there are four children enrolled in this age range. All areas of the home are used for childminding and there is an enclosed rear garden. The dwelling is in walking distance of schools, pre-schools and parks. The family have two cats.

Overall effectiveness of the early years provision

Children are extremely well cared for in a relaxed, enabling and well organised environment. The childminder ensures that the individual needs of all children are met and works closely with their parents. She intends to develop her partnership with parents and other providers attended by the children in her care. She has identified areas for development through conscientious self evaluation and her capacity to maintain continuous improvement is very good.

What steps need to be taken to improve provision further?

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

- strengthen understanding of how activities link to learning and development and further develop ways of working with parents and other providers as partners in planning for children's learning
- develop risk assessments to ensure all aspects of the learning environment are fully reflected

The leadership and management of the early years provision

The childminder continually seeks and attends further training to enhance the experiences of the children in her care. She has completed a self evaluation schedule which reflects the Early Years Foundation Stage. She has found this a valuable tool to aid her in identifying areas to improve. She has already implemented some improvements, for example rehearsing the fire evacuation routine, and this has helped to support children's safety.

The childminder's conscientious regard to safety ensures that children are supervised at all times and she helps them to understand the importance of keeping themselves safe. For example, behaving appropriately when out on walks and protecting themselves from germs by washing their hands. They are further protected by the childminder's good understanding of the child protection procedures. She has helpful, up to date guidance to refer to in the event of having a concern.

There is a good partnership with parents, who are keen to communicate how much they value the service provided by the childminder. They enjoy reading the daily diaries and have frequent discussions regarding their child's progress. When children in her care also attend other providers, for example pre-schools, the childminder ensures she talks to their key persons at the setting to discover what activities they are enjoying. Strengthening this partnership to aid her planning is an area she intends to develop.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals and daily activities support all areas of learning. The childminder makes daily notes of the children's activities and achievements and has a good understanding of their interests and stages of development. She plans and provides activities that will build on these interests and extend them. She has recently attended training in observation, assessment and planning and is developing her confidence in recording children's individual learning journeys in order to fully evidence their progress. She supports children in their learning in a delightfully relaxed environment. She interacts with them in a lively and totally engaging way and they respond with enthusiasm, showing an eager disposition to learning. She reinforces their early attempts at communication by repeating their words back to them, she also helps them to enjoy books as they snuggle alongside her and turn the pages. Children begin to count items in their play and also the steps they take. They develop an understanding of position as, for example, they take it in turns with the childminder to place coloured markers in a large frame. Their pride and enjoyment as they recognise colours and get objects to fit is evident by their beaming smiles. They go on walks and outings to nearby places of interest and develop an awareness of their community as they visit local groups. Records show that music and dancing forms an important part of children's daily enjoyment.

Children learn how to keep themselves healthy and protect themselves from germs as the childminder explains to them the importance of washing their hands before they eat. They are well cared for in the event of having an accident or becoming unwell whilst at the childminders as she is qualified in first aid and has all necessary systems in place to respond appropriately. They enjoy healthy snacks and meals which are freshly prepared by the childminder. Children are kept very safe in the home as the premises are totally secure. A thorough risk assessment of all areas of the home inside and out show that all hazards have been thoughtfully identified and addressed, however not all areas visited by the children are fully reflected in the written risk assessments. Children are extremely well behaved and respond to the childminder's calm manner and her constant attention. They learn to consider others, for example, tidying up the toys so their friends can enjoy playing with them later. They also practise their communication skills so that the childminder understands their needs. This helps them to develop skills for the future.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.