

Inspection report for early years provision

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Inspection date	07/10/2009
Inspector	Sarah Jane Wignall
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two children aged four years and 11 months in the city of Plymouth, in Devon. Children use all areas of the childminders home. A garden is used for outdoor play activities. The setting is open each weekday from 7.00 until 17.30 all year round. A maximum of four children aged from birth to eight years may attend the setting at any one time.

There are currently three children attending who are within the Early Years Foundation Stage (EYFS). They live locally and some also attend the early years unit of the local primary school during term time. The childminder also offers care to children aged over five years to eleven years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets individual needs well. She has a good understanding of children's interests and abilities and she uses this knowledge to plan interesting activities and experiences. As a result children make good progress in their learning and development. The childminder places a high emphasis on health and safety and risk assessments are used effectively to monitor the suitability of the environment. Partnerships with parents are well established and used to support the care of children. The childminder demonstrates a strong commitment to developing her childminding practice and has identified several areas for improvement and development.

What steps need to be taken to improve provision further?

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

- develop systems that involve all parents regularly in the review of their children's progress and contribute to their child's learning and development record
- continue to review observations of children's progress to help plan next steps and ensure children are appropriately challenged in all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder provides children with a safe and secure environment. She ensures all adults in the home have been appropriately checked and provides high levels of supervision when unvetted adults are present. Detailed safeguarding procedures are in place and made available to parents. Risk assessments and daily

visual checks are used to ensure that all areas of the home and garden are safe and suitable for children's use. Emergency evacuation plans are in place and children are encouraged to learn about fire safety as they participate in regular fire drills.

Comprehensive and very well organised documentation is used to support the care of children. Parents and carers are well informed about the setting and daily diaries are used to share information about activities and events. Good settling in procedures help both children and parents to feel confident in her care. The childminder has a good understanding of individual needs and provides activities and experiences that are tailored to specific requirements, for instance, in arranging a visit to the local school for those children about to make the transition. She has established links with other providers of the EYFS in this way.

The childminder is committed to developing her practice and uses self-evaluation to identify her strengths and areas for improvement. She seeks feedback both from parents and children and uses this information to guide her practice. Several areas for development have been identified by her which include increasing her knowledge of the EYFS through training, providing ways for parents to share and contribute to development records, and involving minded children in the development of the family allotment. She deploys both her time and resources effectively. Children are very well supported as they play and can make choices from a wide range of well organised toys and resources. Regular visits to both the local scrap store and the toy library ensure children are provided with varied and interesting materials.

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

Children thrive in the warm and comfortable environment provided by the childminder. They are happy and settled and confidently play and move around the home. Good relationships have been established resulting in children feeling confident to select resources and make their individual needs and preferences known. The childminder is very responsive and effectively supports them in their play.

The home is very well organised with most play taking place in the lounge. Resources are clearly labelled and easily accessible to children allowing them to self select and make choices. They play enthusiastically with dinosaurs lining them up and creating a game and they listen intently as the childminder reads a story to them. Books are well organised and children interact with the story pressing the electronic button to make a croaking noise for the frog. The childminder uses this time to reinforce children's understanding of numbers and counting as they count the number of frogs on each page and discuss the colour of each frog.

Children respond well to the routines in place. The childminder prepares weekly plans which help guide her practice but she responds to children's interests on a daily basis. Children enjoy making a model of a fireman using junk materials. The childminder skilfully supports them asking questions to help them think such as

where the arms and legs might go and how the face could be made. Regular use is made of the outdoor environment increasing children's access to fresh air and exercise. Children enjoy playing in the garden in fine weather and visiting the local park. They develop physical skills as they participate in weekly music and movement sessions.

Children learn about healthy lifestyles as they follow established daily routines. Hands are washed before eating and they are encouraged to sit at the table to eat. They are encouraged to make healthy choices, when visiting local shops they talk about different foods and how they help you to develop. Games are also used to support children's knowledge and understanding and they are currently doing a project on teeth and visiting the dentist. The childminder plans to make use of a recently acquired allotment for planting and growing projects, helping to increase children's awareness of where food comes from and how it grows.

Children learn about safety both in the home and outdoors. The childminder gently reminds them to walk slowly when going downstairs and to hold onto the rail. They learn about road safety when walking outdoors. They learn about the role of professionals in keeping them safe with planned visits by the fire officer and community police officers. The childminder has skilfully put together resource packs for children to play with and use in order to increase their knowledge and understanding of fire safety.

The childminder has embraced the EYFS and as a result her knowledge and confidence is increasing. She undertakes regular observations of children and is beginning to use this to plan appropriate next steps for them. She uses her knowledge of their individual needs to provide activities that are meaningful and relevant for instance where children need to develop fine muscle control she provides threading games and use of scissors. The childminder has created a positive environment where children are rewarded with regular praise and encouragement. They learn about their own community and about the wider world through planned topics and resources.

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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