

Inspection report for early years provision

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Inspection date	26/07/2012
Inspector	Brenda Flewitt
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 2010. She lives with her husband, two adult children and their younger child aged three years. The family lives in a house in Landkey, near Barnstaple, North Devon. The ground floor is used for childminding, which includes a lounge-dining room, kitchen and toilet facilities. There is an enclosed garden available for outdoor play. The family has a Staffordshire bull terrier, to which the children have supervised access.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of five children under eight years may attend at any one time. Of these, two may be in the early years age group. There are currently two children on roll, both of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the time they spend with the childminder in a safe and welcoming family home. They are involved in a broad range of activities, both inside and out, that promote learning through play. Effective partnerships with parents, together with the good support children receive in their play, leads to good progress in most areas of learning. The childminder reflects on her practice regularly to identify areas for development. She keeps her knowledge up to date through study and training in order to continue to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- extend children's opportunities to explore a range of sounds, for example by making a 'sound line', enabling them to strike suspended everyday objects such as pots, pans and bottles

The effectiveness of leadership and management of the early years provision

The childminder implements clear policies to promote children's welfare and safety. The childminder has a good understanding of safeguarding children. This includes recognising signs and symptoms and the procedures to follow if there are concerns. She has updated her knowledge through training and records children's

existing injuries as routine. This all helps to protect children from harm. The childminder carries out detailed risk assessments to provide a safe environment for children to play, both at the home and on outings. She encourages children to be aware of hazards around the home, for example small items that could be a choking hazard for babies. The childminder keeps clear records, which are well organised, completed accurately and stored confidentially.

The childminder organises her home well to meet the needs of children in her care. Children use a good range of toys and play equipment, which is arranged so that they can make choices for themselves according to their age and stage of development. The childminder extends the variety of resources available to the children through visiting children's groups and borrowing from libraries. Children develop an open attitude to people's differences as they see positive images of diversity in their toys and books. The childminder is mindful of adapting activities to include all abilities. For example, when planning a physical activity of jumping hurdles, she varies the heights to enable the younger children to step over as the older ones jump.

The childminder establishes effective partnerships with parents and carers. She supplies clear information about her provision. This includes written policies and procedures and displays in the home. The childminder encourages a daily verbal exchange of information, in order to meet children's individual needs. She also completes a daily diary which records what children are learning as well as their food and sleep patterns. Parents say their children are very settled and enjoy the activities and interaction with the childminder's family. They like the 'home from home' environment and the childminder's professional approach. None of the children in the childminder's care attend additional Early Years Foundation Stage settings. However, the childminder is aware of her responsibility in establishing dialogue with other practitioners when it is required.

The childminder is keen to develop her provision and evaluates regularly to identify areas for development. She reflects on the activities and resources she provides to make improvements. For example, she has plans to provide a sensory room to promote children's enjoyment in using their senses. The childminder extends her knowledge through training courses and is in the process of studying towards an early years qualification. This all results in a good capacity for continuous to improvement in her provision and the outcomes for children.

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

Children are happy, settled and secure in the care of their childminder. They form good relationships with her and her family in a welcoming home environment. Children develop a strong sense of belonging as they use individual equipment and see photographs of themselves displayed in the childminder's home. Children behave well. They know what is expected through familiar routines, and are

encouraged to be well mannered. Children receive regular praise and encouragement for effort and achievement, which boosts their self-esteem.

The childminder has a good understanding of the Early Years Foundation Stage and how children learn through play. She plans a broad range of activities according to children's interests that promote good overall progress in their learning. Young children confidently communicate their needs as they can be sure of a caring and understanding response from the childminder. She responds positively to their efforts at verbal language and talks to them continually to promote their vocabulary. Children like books and stories. They visit the local library where they learn to appreciate books and choose within a different environment. Children become aware of number, shape and size through a variety of everyday activities and songs. For example, at snack time, the childminder and children count pieces of fruit. Children hear positional language as they play. For instance, the childminder describes what they are doing during physical activities. This includes words such as up, down, twisting and turning as children enjoy bouncing on a trampoline.

Children regularly go on outings to venues that promote their learning and awareness of the local environment. A favourite activity when out walking is making sounds to hear the echo in a valley, and to look out for rabbits scurrying to their burrows. Children can access toys that make sounds; however, they have limited opportunities to explore a full range of resources to support them in exploring different sounds. The childminder uses her observations effectively to assess children's stage of development and plan their next steps. She interacts positively and purposefully in children's play, posing problems and developing their understanding of the world around them.

Children's health is promoted well. They learn good procedures for their personal hygiene, such as washing hands thoroughly before handling food. They make choices about what they eat from healthy options. From a young age, they are involved in preparing food, which helps promote their practical skills, for example cutting up a banana for snack. Children have daily fresh air and exercise to promote their physical development by way of garden play, walks and trips to the park. Children start to take responsibility for aspects of their own safety throughout the day. For example, a young child understands how to get down off a trampoline by going backwards down the steps. Children learn about the dangers of traffic and touching animals they do not know. They get to know what to expect in an emergency because they regularly practise the escape plan.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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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