

Inspection report for early years provision

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Inspection date	08/09/2011
Inspector	Bridget Copson
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 was registered in 2011. She lives with her husband and two children aged six and three years in Exmouth, Devon. Minded children have access to the whole house and the enclosed rear garden for outside play. Toilet facilities are available on both floors.

The childminder is registered to care for a maximum of four children at any one time, two of whom may be in the early years age group, and both may be under one year. She is currently minding three children in the early years age group, as well as children over five years to six years. The provision is registered by Ofsted on the Early Years Register and on 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.

Children's individual needs are met well by the childminder. They are all included equally within her provision and see a positive reflection of one another within her home to promote their sense of belonging. Their learning is planned and promoted effectively. As a result, children are making good progress towards the early learning goals, although they are not always successfully encouraged to fulfil their potential in all areas. Since registering, the childminder has demonstrated a commitment to maintaining continuous improvement. She has started evaluating her provision, but does not yet use this to secure further improvement or include the views of parents and their children.

What steps need to be taken to improve provision further?

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

- develop further the systems for observing and assessing children's progress to identify learning priorities for each child linked to all areas of learning in partnership with parents
- develop further the systems to review and assess practice, in order to improve the quality of learning, development and care and secure continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder, who has effective systems in place to assure their safety and well-being. She has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Policies, procedures and risk assessments are implemented to ensure good standards of health and safety are maintained.

The childminder has mostly effective systems to monitor and evaluate the quality of her provision. She has started to complete an Ofsted self-evaluation form and has established regular links with the local authority in developing her practice. However, the systems for evaluating her provision do not include the views of parents and their children. Nor do they identify areas for improvement which will have a positive impact on the individual needs of those attending.

The childminder organises herself well. She dedicates her time to supervising and interacting with children and meeting their routines. She prepares a warm and welcoming environment with a good range of activities to promote all areas of their learning and development. This is made easily accessible to promote independent play. The childminder creates a positive environment in which she is a calm and consistent role model. Children behave well and demonstrate a clear understanding of what is expected of them and they display good manners. The childminder ensures activities are fully inclusive for all attending. Resources provide a reflection of the cultures and backgrounds of all those attending, as well as from the wider world.

The childminder has established successful partnerships with parents, who are provided with comprehensive information regarding her provision. Parents are kept well informed through displays, daily communication and home link books. Children are not cared for by any other settings. However, secure systems are in place to ensure consistent and complementary implementation of the Early Years Foundation, should this change.

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

Children's learning is planned and monitored effectively, and on an individual basis. The childminder records observations of children's achievements, which she illustrates with examples of children's work and photographs. From this she prepares individual plans each term which provide a reflection of their key interests and developmental achievements. Some next steps of learning are prioritised, although these are often linked to what children are already achieving well. This does not always encourage them to fulfil their potential in other areas of learning. The childminder has a good knowledge of the Early Years Foundation Stage and

knows the children well. She provides a balance of free-play and organised activities in which she offers additional challenge to stretch children's thinking and promote progress. As a result, children are active, interested and involved.

Children arrive happy and settle in quickly. They demonstrate a good sense of well-being through their cheerful manner, confident exploration and focus in their play. Children's communication, language and literacy are developing well. They express their needs and feelings clearly and confidently. For example, they smile, laugh at shared jokes and talk through their play. The childminder extends their extremely good language skills, further. For example, through asking questions, instigating discussions and encouraging children to think and share their knowledge. Children enjoy books, which they choose for the childminder to read. They join in through pointing and commenting on the pictures. They also have opportunities to mark make purposefully. Children are developing a good understanding of numbers. They count aloud with the childminder, such as, when climbing the stairs and playing ball games. They are learning to use the descriptive language, when comparing shapes, size and position.

Children are involved within the local community in which they also live. They attend regular groups each week and use many local facilities. For example, the children's centre and toddler group sessions, walks to the beach and parks, visits to the library and outings to the local country park by bus. They explore the natural environment, when out and about, such as, enjoying puddle splashing, collecting sticks and finding leaves to make prints with. Children use their imaginations well with a wealth of role play and imaginative resources. For example, they set out dolls house furniture and figures, match up the correct bedding and include tractors and farm animals to extend the play. Children explore different media and materials in creative and sensory activities, including paint, dry pasta and cookery ingredients.

Children feel safe and secure within the childminder's care, which they demonstrate through the warm and trusting relationships established. They are supported well in learning about keeping safe, through her house rules, managing steps, using craft tools, and learning about road safety on walks. Children's health is promoted well within a clean and hygienic environment. They learn about good personal hygiene effectively through hand washing, using individual coloured hand towels and by sitting at the table to eat. Children's physical development and fitness is promoted through activities in the garden and using local facilities. They also play ball games and dance indoors.

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	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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