

Inspection report for early years provision

Unique reference number	EY436536
Inspection date	08/03/2012
Inspector	Julie Wright
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 partner in Ivybridge, Devon. The house is within walking distance of shops, schools and parks. Rooms used for childminding include the ground floor front room, kitchen/diner, conservatory and toilet. On the first floor the bathroom and two bedrooms are available for childminding purposes. There is an enclosed rear garden for outdoor play. Access is by steps to the front of the property.

The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. There are currently six children on roll, five of whom are in the early years age range. The childminder is registered to provide overnight care for two children at any one time. The childminder attends local carer and toddler groups. The childminder has a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settle well in the care of the childminder. They benefit from an exemplary range of stimulating resources. The childminder is skilful in managing children's behaviour and they respond exceptionally well. She effectively promotes inclusion and meets children's individual needs. Most aspects of partnerships with parents are effective. The childminder reflects on her practice and demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities for parents to contribute to their child's record of development.

The effectiveness of leadership and management of the early years provision

The childminder is conscientious in assessing risks to children. She takes effective steps to minimise potential hazards. Close support and supervision means that children are safe and feel secure. Comprehensive policies and procedures are in

place in respect of children's health, safety and well-being. The childminder effectively implements them in her practice and is efficient in her record keeping. She has a secure knowledge and awareness of child protection issues and procedures to safeguard children.

The childminder provides a warm, welcoming and child-focused learning environment. She is meticulous in her organisation of resources to enrich children's learning. She makes sure that toys, books and play materials are readily accessible, providing plenty of choice for children. A wealth of print in the form of signs, labels and pictures is on display. The childminder also displays photographs of children taking part in activities to provide clear information about the areas of learning. The childminder has a good awareness of equality and diversity issues. She uses resources that reflect positive images of differing backgrounds, needs and abilities. Effective partnerships with others contribute to consistent and complementary care for children. For example, the childminder liaises with key persons where children attend more than one setting. Clear systems are in place to work with external agencies, in support of children's development.

The childminder builds positive relationships with parents. She shares information with them through regular discussions and by using a daily diary. Parents also appreciate the reassurance of communication by text messages and email. Children's development records are accessible at all times for parents to view but do not include parent contributions as part of a shared approach to tracking children's progress. The childminder does, however, seek parents' views of her practice as part of her self-evaluation process. They provide positive feedback and are very happy with the care provided. They comment on 'the brilliant playroom, child-friendly garden and consistent approach to behaviour'. Parents also value the childminder's 'flexible care and safety'. They confirm that children are happy, content and enjoy being there. The childminder has recently started childminding and demonstrates a professional approach to her practice. She evaluates her effectiveness and has clear ambitions for the future.

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

Children develop good concentration skills and play well. They listen carefully and readily follow instructions and routines. This contributes to their understanding of being healthy, hygienic and safe. For example, they clean their hands at appropriate times and become aware of healthy food options. Children work exceptionally well independently. They like to help with tasks, such as, setting the table. They learn to use cutlery and cut carefully as they help to prepare their snack. They consider different tastes, textures and colours in the variety of fruits. The childminder takes every opportunity to engage and involve children. Topics and events also provide good opportunities for children's learning. Recent examples include using chopsticks and eating noodles for Chinese New Year. Children make pancakes and crispy cakes, where they consider consistency,

quantity and processes. As an example, they see how chocolate melts from being solid.

Children become aware of safety in a variety of situations. They learn about the fire drill and confidently recall which exit they should use, depending on where the fire might be. Safe arrangements are in place for outings, including the use of age-appropriate safety equipment. Children have a clear understanding of what the childminder expects as she sets clear rules and boundaries. They know how to 'look for cars' and that they must stay near the childminder. The childminder is particularly effective in promoting very high levels of self-esteem and exemplary behaviour. Children are very proud of their reward stickers which note their achievements. The childminder is patient and gentle as she nurtures children in her care. Therefore, children make very good progress in their personal, social and emotional development. Creative play opportunities enable children to experience a good range of materials. Children manipulate dough, daub with paint and use glue to stick pictures on paper. Resources for writing and drawing are readily available. Children make marks, colour-in and begin to recognise letters in their names.

Children are learning good skills for the future. They are inquisitive and readily investigate their surroundings. They love to snuggle up to the childminder to listen and join in with stories. Favourite books promote interaction and language development. For example, children repeat words, phrases and copy actions. Children confidently select dressing-up clothes and talk about popular characters. The childminder has a good awareness of children's individual interests and needs. She is systematic in her approach to observation, assessment and planning for children's learning. Outdoor play promotes all areas of learning. Children benefit from being outside as they develop their physical skills and coordination. Toddlers enjoy bouncing on the low-level trampoline and exploring the garden. An interest in nature develops as children dig in the soil to sow seeds and grow flowers and vegetables. They visit places of interest, such as, the zoo, aquarium, farms and parks. Children become aware of the local environment and develop a good awareness of the wider world.

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	1
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
--	---

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	1
The extent to which children develop skills for the future	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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----