

Inspection report for early years provision

Unique reference number	EY367018
Inspection date	10/10/2008
Inspector	Heather Tanswell
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. She lives with her two young children, in a rural village outside Truro, in Cornwall. Children use the downstairs areas of the childminder's home and the upstairs for access to the bathroom only. A garden is used for outdoor play activities. The childminder walks to local schools and pre-schools to take and collect children. She attends the local parent and toddler group and takes children to the local park. The childminder is a member of the National Childminding Association.

The childminder is registered to care for a maximum of three children at any one time. There is currently one child attending who is within the early years age group. They live locally and 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 ten years. The provision is registered by Ofsted on the compulsory and voluntary part of the Childcare Register and the Early Years Register.

Overall effectiveness of the early years provision

The childminder creates a warm and friendly environment where care is taken to promote children's safety and welfare. Children become part of family routines which helps them settle in well and feel secure. Partnership with parents and links with the local school are established, contribute to children's initial enjoyment of planned activities and ensure the needs of children are met. Self evaluation, planning and assessment systems are not sufficiently well thought through to ensure that all weaknesses in the provision are identified.

What steps need to be taken to improve provision further?

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

- develop further knowledge of the childminder's role in promoting learning through play by evaluating information gathered through observations, from parents and other providers involved in the care of children to influence and plan challenging experiences across all the areas of learning and development
- provide a range of resources to support activities and ensure that every child learns to value diversity in others.

The leadership and management of the early years provision

The childminder has set up and implemented all the required policies and procedures necessary to safeguard children and promote their welfare and safety. She uses risk assessments well to identify and minimise hazards in her home and keep children safe by recognising when areas must be made inaccessible, for example, when garden maintenance work is in progress. The childminder pays

attention to children's individual needs and current interests by sharing information about activities, taking care to find out about the extended family and children's time at school through discussion. Daily feedback makes sure parents are informed about any important welfare issues and activities.

The childminder correctly identifies some of the weaknesses in her practice and how to remedy these, for example, by attending training. She has not taken prompt action to make sure she is up to date with the new learning and development requirements in the Early Years Foundation Stage Framework or her part in helping children make good progress using the information she gathers in liaison with others. As a result, although planned activities initially excite children they quickly lose interest as they do not always pose sufficient challenge to maintain their involvement across all the areas of learning.

The quality and standards of the early years provision

Children are comfortable and relaxed with the childminder. They particularly enjoy the friendly relationships they have with the childminder and her family. Daily routines such as meal times become opportunities for children to develop their communication skills, confidence and self-esteem. The childminder takes care to find out about and value what the child has to say about what they have done previously at school and home. Lunches consist of sandwiches with the fillings chosen by the child followed by a healthy selection of fresh fruits to promote their good health. Worthwhile use is made of conversations building on children's expressed interest in the food on their plate to communicate and reinforce understanding of colour, number, shape, and size.

There is a balance between adult and child led play. Creative activities are not always planned well to maintain children's interest. For example, the childminder suggests that as it is 'walk to school week', children might like to make autumn coloured footprints. Children's initial enthusiasm wanes as there are no materials such as leaves, twigs or paint available for them to explore, mix or compare colours and texture using all their senses, or to make connection with earlier outings or events. There are few resources that show positive images of how other people in the wider community live their lives to help children recognise and understand similarities and differences.

Children enjoy fresh air and exercise as they go on daily walks and outings to local parks. In the home, children select their own resources and learn to care for themselves. As soon as lunch is served they go and find enough individual towels so that each has their own which promotes good personal habits and protects them from cross infection. When a child notices and replaces a piece of foam that prevents younger children banging their heads, the childminder promotes the child's growing pride, awareness of the needs of others and personal safety through praise for their prompt action. As a result, children behave very well and are extremely helpful.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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.