

## Inspection report for early years provision

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<b>Unique reference number</b>	EY289718
<b>Inspection date</b>	10/11/2008
<b>Inspector</b>	Linda Janet Chauveau
<b>Type of setting</b>	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 2004. She lives with her husband, who is registered as her assistant, and school aged son, in a semi-detached house on the outskirts of St Austell, in Cornwall. Children may use the ground floor and all of the first floor, apart from the master bedroom, of the childminder's home. Due to the stepped access into the house and the location of the first floor bathroom, the childminder's home is not suitable for wheelchair users. A secure garden and paved area are used for outdoor play activities. The family have three pet cats.

The childminder is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to look after a maximum of five children aged birth to eight years at any one time.

There are currently three children attending who are within the Early Years Foundation Stage (EYFS). They live locally and one child also attends a nearby pre-school offering the EYFS. The childminder is also able to offer up to seven places to care for children aged between six and sixteen years. Children occupying these places share the same facilities as the children in the early years age range.

The childminder is accredited and is able to offer funded nursery education sessions. She is able to drop off and collect children from Sandy Hill and Cardlake Schools. She takes children to nearby parks, beaches, library and playgroups.

## **Overall effectiveness of the early years provision**

The childminder is highly effective in ensuring that her home provides a safe and stimulating environment in which children are very well supported; enabling them to make excellent progress in the Early Years Foundation Stage. The childminder confidently reflects on her own practice, utilising feedback from parents and the children that she looks after to help identify her strengths and the areas in which she plans to improve. She has highly developed systems in place for communicating with parents which, along with the detailed observations she makes of children's progress, enables her to plan very successfully to fully include and meet each child's individual needs.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to develop systems to share information with other settings offering the EYFS to ensure continuity and progression for children

## **The leadership and management of the early years provision**

The childminder is highly organised and committed to ongoing professional development. Her dedication to high quality care and education has a very positive impact on children's experiences whilst in her care. She holds a level 3 Early Years qualification and regularly attends training events and courses to ensure her practice and skills are up to date. For example, recent refresher training on safeguarding children means that she has access to the newest information systems to enable her to respond promptly to the relevant professional body if she has concerns about a child's welfare.

She has an excellent understanding of the EYFS framework which has enabled her to implement the welfare and learning and development requirements with ease. As a result, children are offered an outstanding range of stimulating learning experiences in a very safe and secure home environment. Children play with an extensive range of easy to get to and well maintained toys and resources. The childminder thoroughly assesses all potential risks to children, both in her home and when taking trips out and about to ensure that children's safety is given the highest priority at all times.

The childminder continually reflects and appraises her practice to maintain continuous improvement. She has correctly identified that children leaving her care in the coming year would benefit from her liaising with their new reception class teacher. The childminder's sharing of information about the children's capabilities and progress through the EYFS, will assist their transition into school. The partnership with parents is excellent. Parents are generous in their unreserved praise of her ability to offer excellent standards of care and support for their children. The very comprehensive systems to share highly detailed information with parents on their child's day and developmental progress means that all are fully included and each child's individual needs are very well met. An extensive and detailed set of operational policies and procedures, explaining how the childminder will look after children is available to parents so that they know that she is doing her utmost to safeguard their children at all times.

## **The quality and standards of the early years provision**

The childminder offers excellent levels of support and interaction, meaning that children are confident and very comfortable with her. They thoroughly enjoy their time with her and have developed very close and caring relationships. They talk to visitors with enthusiasm, keen to discuss forthcoming birthday parties and previous family holidays. The childminder clearly knows the children very well; extending their conversation and developing their interests by using a globe to prompt children to look for the countries they have visited. This leads children to explain about their recent project on planets and they are keen to show 'planet earth' on the wall display they have made.

The childminder helps children to learn by offering both structured activities and by allowing children the freedom to develop their own play. As part of a road safety theme, sharing a book generates lots of discussion on the safest way to cross the road and how to take care when there are cars about. The children then request building bricks so that they are able to extend their play by making their own roads

and bridges. The childminder then offers children the opportunity to use a computer program to colour fill a picture of children using a school crossing; developing their technology skills. She also plans to use her outside area to let children act out road safety scenarios with props borrowed from the local toy library, further developing their awareness of personal safety.

Children learn about number and space by programming a remote control toy, they confidently follow instructions to make it move left and right, forwards and backwards for a chosen number of moves; they happily take turns and enthusiastically observe which set of movements goes the farthest. Lots of examples of children's work are on display and included in their developmental files showing that they have excellent opportunities to experience all areas of learning. They are very proud of their own files which contain photos and examples of their work. A child points to his picture of a house made of bricks and explains that 'It's from The Three Little Pigs' and is keen to find the actual rainbow picture in his file which he is shown making in a photograph.

The childminder plans lots of visits out of her home to ensure that children benefit from additional learning experiences. They take part in weekly physical soft play sessions at local play centres; make trips to local attractions such as The Eden Project, with its wealth of learning opportunities. They meet and socialise with other children at the local childminding network, where visits by local fire-fighters and a dental hygienist help children to learn about staying safe and keeping healthy. Planned activities also help children learn about their local environment, for example with trips to explore nearby beaches. Children's awareness of other cultures and lifestyles is enhanced through sharing books.

Children have excellent opportunities to develop personal independence with the childminder, they confidently ask permission to visit the toilet and do so with minimal support. They are able to make healthy choices as they choose fresh fruit for snacks and their feedback from their questionnaires shows that they enjoy the childminder's healthy cooked meals. Children are kept very safe and secure in the childminder's home as the entrance doors are securely locked, fire safety equipment is in place and children learn how to leave the home quickly and safely in the event of an emergency.

Records of children's progress are made by the childminder, she uses highly effective systems to make daily observations of what children do, which are then recorded in learning and development records. These provide clear evidence of which broad phase of development a child has achieved and from this, individual progress targets are set and discussed with parents. The childminder then plans weekly activities ensuring sufficient breadth to meet all areas of learning linking into children's areas for development. This highly successful planning means that children regularly enjoy a wide range of engaging and challenging experiences both inside and out of the childminder's home, ensuring very positive outcomes on all aspects of their learning and development.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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 the last inspection.

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.