

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378716
<b>Inspection date</b>	21/10/2008
<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 2008. She lives with her husband and two children aged six and 10 years in the village of Mitchell near Newquay, in Cornwall. Children use the ground floor and a first floor bedroom of the childminder's home, which is fully accessible. A secure and fully enclosed garden is used for outdoor play activities. The house is within walking distance of children's play areas. The family have a pet dog and cat.

The childminder is registered to care for up to five children, aged from birth to eight years, of whom three may be in the in the early years age group. There is currently one child attending who is within the Early Years Foundation Stage (EYFS). The childminder also offers care for older children out of school hours; this provision is registered on the compulsory and voluntary Childcare Register.

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

The childminder is highly effective in promoting children's care and development in a safe and stimulating environment, which is totally child focused. Children make excellent progress and are fully included; their particular interests are acknowledged and successfully planned for. Partnerships with parents are strong and very good information sharing systems ensure children's individual needs are well met. The childminder successfully reflects on her practice and identifies areas for professional development, such as becoming an accredited childminder and keeping her safeguarding training up to date.

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

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

- develop systems to share information with other settings delivering the Early Years Foundation Stage to ensure continuity and progression for children.

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

The childminder is extremely well organised and sets out her home to provide children with exciting and challenging experiences. An excellent range of well maintained resources are available, which encourage children's awareness of diversity. The accessible presentation of toys and activities enable children to make safe, independent choices. Children feel secure in the childminder's care and she has taken thorough steps to ensure that all potential hazards to children have been assessed and minimised. She is very conscientious in keeping children safe at all times through the implementation of her comprehensive safeguarding procedures.

The childminder is well qualified and experienced. She has attended a wide range

of training courses to keep her skills and knowledge up to date. She has identified that she would like to progress further by becoming an accredited childminder and has made links with local authority support staff to get her accreditation started. She regularly reflects on her practice to ensure continuous improvement. She draws on her knowledge gained through working as a registered childminder in another area of the country and her recent experiences whilst working as a teaching assistant to ensure that she plans for children so that they participate in the best possible learning and developmental opportunities whilst in her care.

The childminder is committed to inclusive practice; she ensures that children's individual needs are respected through highly effective communication systems with parents. They receive clear and helpful information about the childminder's practice. She provides detailed information on each child's progress through shared diaries and records, ensuring parents' partnership in their children's learning is encouraged. Parents' views of the childminder's practice are sought through questionnaires and the feedback is highly complimentary, stating that she provides 'a nurturing safe environment for children to grow and learn'. At present, children being looked after by the childminder do not receive the EYFS from any other provider; the childminder knows that if this happens she would need to develop systems to liaise with them on children's progress and activities.

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

Children enjoy the time they spend with the childminder enormously. Her dedicated and conscientious approach ensures that children receive high levels of support and interaction at all times, helping them feel safe and secure. The childminder has an excellent understanding of the EYFS and uses the guidance very effectively to ensure that she plans age appropriate activities for children. She carefully sets out toys and resources in her home; the attractive presentation stimulates and engages children in their learning and development. Activities are based on the plans she has made following her observations of children at play.

The childminder offers excellent levels of support and interaction; she is calm and responds to children in a quiet, caring, yet enthusiastic manner. She fully connects with children, for instance, she remains constantly on floor level with younger children, enabling them to feel safe whilst developing confidence and independence. Children learn to care for themselves from a young age, for example by feeding themselves with finger foods and using their own drinking cups. The childminder makes sure snack and meal times are sociable occasions, providing and sharing nutritious snacks such as fresh fruit and crackers and by offering healthy, home cooked meals. Rest and nappy change routines follow children's individual needs, ensuring that children feel secure, settled and are well cared for by the childminder. The correct positioning of safety equipment, such as secure stair gates, means that children are kept safe but are able to move about freely.

Young children are encouraged to explore and investigate for themselves, they select ethnic musical instruments to shake and rattle, delighting in the sounds that they make. Early language development is encouraged as the childminder praises children's attempts at making a range of sounds to mimic noises made by animals

and simple words, such as 'ball'. Children choose books to share with the childminder, laughing as they find animals hidden beneath flaps in a 'Spot the Dog' story. Books such as 'The Tiger Who Came To Tea' are brought to life for older children through imaginative table top displays which include soft toys and play food, providing props to enable children to act out the story. Children enjoy singing with the childminder and are learning the hand actions to accompany favourite rhymes such as 'Wheels on the Bus' and 'Five Little Ducks'. The fully enclosed garden provides children of all ages with opportunities to engage in physical challenge using climbing frames, slides and rockers. In fine weather, the childminder sets up a gazebo to enhance children's learning in the outdoors; they can look at plants and birds, go bug hunting and take part in messy play. Children also enjoy regular walks in the fresh air to nearby parks and nature trails in local woodlands, encouraging children's interest in the world around them. They have regular opportunities to mix and socialise with other children as the childminder takes them to support groups at a local Nursery School.

The childminder makes daily records of what children do whilst they are in her care, from these she assesses how well children are learning. She notes what their particular interests are and what activities she can set up to help with their development. Parents are encouraged to be fully included in their children's learning; detailed written and verbal feedback is provided each day and regular meetings are arranged to discuss children's progress. The childminder keeps detailed photographic evidence to share with parents of each child's 'Learning Journey'. The childminder makes notes to show how the activities help children's development. For example, photographs of a child rolling out pastry for cheese straws or mixing corn flour and water shows aspects of their physical and creative development and those of trips to local attractions, such as a nearby aquarium, help develop children's knowledge and understanding of the world. The records show parents very clearly that their children have excellent opportunities to develop and learn through play and fun activities.

## 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

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

### Leadership and management

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

### Quality and standards

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

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 registration or 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.