

Inspection report for early years provision

Unique reference number	102273
Inspection date	31/03/2009
Inspector	Lynne Stephanie Bowden
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 1997. She lives with her husband, two adult children and one senior school aged child, in Penryn, Cornwall. All areas of the property are used for childminding. There is a fully enclosed garden for outside play. The family's pets are several fish.

She is registered to care for a maximum of six children aged from birth to eight years at any one time. There are currently five children attending who are within the early years age range, one also attends a pre school. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She supports children with learning difficulties and/or disabilities.

The childminder drives to local toddler groups and schools. She also visits the local library, toy library, parks and childminder support group. The childminder is a member of the Cornwall Childminding Association and National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children have good relationships with the childminder and are safe, secure, confident and comfortable at her home. The childminder has close links with the local pre school. Parents are informed about their children's daily routines and activities and the childminder's comprehensive procedures and policies. Children's individual learning and development are promoted by the childminder making adaptations to meet their individual needs and using her knowledge to provide activities which interest them. However, there is no system to monitor the effectiveness of her practice and her influence on children's learning and development.

What steps need to be taken to improve provision further?

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

- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop systems to liaise and share information with other providers delivering the EYFS for children to ensure progression and continuity of learning and care.

The leadership and management of the early years provision

The childminder keeps children safe and comfortable, by providing good quality equipment and resources. The risk of cross-infection is minimised by her conscientiously promoting and following good hygiene practices and providing

individual towels and bedding for each child. She reassures young children well, giving appropriate cuddles, following their routines and remaining close to them, so that they quickly settle and are secure in her care.

She uses her knowledge and experience to identify individual children's learning priorities and provide motivating experiences that interest each child. The childminder keeps herself up to date and informed by attending appropriate training courses and meeting with other childminders. However, there is no system to monitor her influence on children's learning and development and the effectiveness of her practice. Consequently, she has not identified any areas for improvement or made plans to maintain continuous improvement.

The childminder works in partnership with parents and has informal arrangements to share information with the local pre school, but has not developed a system to share information with other Early Years Foundation Stage (EYFS) providers. She has considered the adaptations that she needs to make to meet the needs of children with learning difficulties and/or disabilities.

The quality and standards of the early years provision

Children are confident and comfortable in the childminder's home. Young children and babies enjoy exploring and experimenting with the range of suitable resources that are available. Older children learn about the environment as they plant seeds and bedding plants and follow their progress. They are able to socialise with other children when they attend local childminder support groups. They concentrate intently as they experiment with sand pit utensils, spades and rakes. They observe their comparative sizes and identify them by colour and practise their counting skills when the childminder encourages them to count the spades.

They learn to value and respect diversity, through daily access to resources that show positive images of difference and diversity. Children enjoy looking at and being read familiar books. They learn to communicate through speech and sign language, so promoting inclusion. Children have opportunities to socialise and develop their physical skills when the childminder regularly takes them on outings to local childminding group, play areas and gym club.

Children are beginning to learn good hygiene routines as the childminder reminds them to wash their hands before each meal. They sit comfortably up to the table for their healthy snacks and lunches and babies enjoy being held as they drink their bottles of formula. Babies and toddlers quickly settle to sleep in comfort, in the cots and pram provided. Children become familiar with fire drills because the childminder organises them regularly.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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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.