

Inspection report for early years provision

Unique reference number	102293
Inspection date	08/01/2009
Inspector	Nicola Jayne Pascoe

Type of setting	Childminder
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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 1992. She lives with her husband and one adult child in the village of Mabe, on the outskirts of Penryn, in Cornwall. Children use all areas of the childminder's home. The front and rear of the property are accessed via a few steps, play areas and toilet facilities are located on the ground floor. A secure garden area to the rear of the property is used for outdoor play activities. The childminder is registered to care for a maximum of six children at any one time.

Children live locally and many also attend the local pre-school and school. There are currently six children attending who are within the Early Years Foundation Stage (EYFS). In addition to younger children the childminder also offers care to children aged over five years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools and pre-schools to take and collect children and visits the local library, toy library, parks and beach. The childminder is a member of the National Childminding Association (NCMA), Cornwall Childminding Association (CCMA) and the Falmouth and District Childminding Group.

Overall effectiveness of the early years provision

The childminder provides a warm, welcoming and inclusive environment for the children attending. She interacts extremely well and is successful in supporting children in their chosen play activity. She recognises and respects children's unique qualities and works closely with parents and other providers of the EYFS to ensure children's needs are identified, respected and are effectively met. The childminder is committed to providing high standards of care and learning and is successful in identifying appropriate areas for future development.

What steps need to be taken to improve provision further?

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

- implement records of learning and development for each child.

The leadership and management of the early years provision

The childminder is very effective in her ability to safeguard the children in her care. She provides a safe, secure and comfortable home environment in which children can move freely and confidently. Childminding documentation and children's records are very well organised and are shared appropriately and regularly with parents. The childminder maintains continuous improvement through her identification and attendance of relevant training. She welcomes advice from the local authority and she has successfully addressed areas for improvement highlighted through previous inspection. She has begun to further develop her

systems for self-evaluation and as a result she has enrolled on a computer literacy course, to develop her skills in order to complete the Ofsted online self-evaluation form. The childminder ensures that she regularly varies and extends the range of toys and resources through effective use of the toy library. She promotes children's learning well by providing opportunities for first hand experiences and she plans interesting themes and topics in order to maintain focus, whilst successfully building upon children's individual interests.

The quality and standards of the early years provision

Children are happy, settled and secure in the childminder's care. The childminder knows each child very well and has identified their individual and unique qualities, needs, abilities and preferences. She is respectful of children's differences and as a result, children are able to freely access their favourite toys and resources to share with the childminder and other children. Children of all ages and abilities are fully included in all activities and they are encouraged to be active agents in their own learning, as they are listened to and their ideas and suggestions are valued and acted upon. The childminder is experienced, knowledgeable and dedicated to the promotion of consistently high standards of welfare and learning opportunities. Children have established strong, trusting and positive relationships with the childminder and her family and as a result, they are relaxed, confident and communicative. The childminder provides a stimulating and enabling environment which ensures that children are actively engaged in enjoyable, worthwhile and purposeful play activities.

Children are collected from the local pre-school at midday by the childminder, who transports them safely in a suitable vehicle with appropriate safety seats and restraints. On arrival at the childminder's home they follow an established hygiene routine with which they are clearly familiar. They are eager to discuss the attractive display of photographs of themselves and their friends at play, which are prominently displayed on the play room door. In the entrance foyer they have their own coat peg and a place to store their shoes and slippers. They are able to access their own designated drinking cup and sit comfortably and socially at the dining table to eat their lunch. As a result of these good practices children are developing an awareness of self-care and a sense of belonging. Children initiate activities with others and they demonstrate considerable levels of skill in their ability to negotiate, cooperate and maintain harmonious role play. They enjoy the childminder's active involvement and benefit from her ability to promote learning and language development through her careful questioning, reasoning and encouragement of problem solving techniques. Children follow the childminder's good examples and as a result they are very well behaved, polite and demonstrate good manners. The childminder is proactive in rewarding and encouraging good behaviour through plenty of praise, encouragement and by presenting children with attractive 'certificates of achievement'.

Children benefit from opportunities to enjoy regular trips and outings with the childminder. They regularly visit the toy library, play in the nearby park, visit the beach and join in planned activities and visits to places of interest with other childminders and the children in their care. As a result, they are developing an

awareness of the local community and are extending their social skills. Children have free access to a good range of resources which promote a positive awareness of people's differences and they enjoy planned activities with which to explore and celebrate their own and other cultures and beliefs. They are currently exploring and investigating the extremely cold weather we have experienced, as the childminder is effectively using this opportunity to discuss the dangers of slipping on ice and the importance of keeping warm. Children are developing their dexterity and unique imaginative skills whilst creating their own replica snowflakes using paper, scissors, glue and glitter.

Children experience a broad and balanced range of worthwhile activities which provide sufficient challenge to enable good levels of progress in their learning and development. This is a result of the childminder's careful planning and provision of good quality toys, resources, tools and equipment. She has identified interesting topics and themes from which she plans future activities for children's learning and development. She actively encourages children to make suggestions and ensures that children's interests are reflected in the activities provided. She is confident to demonstrate a flexible approach to her planning, in order to make learning an enjoyable and engaging experience. However, there is no formal system to record children's individual achievements, in order to effectively identify their future specific learning needs. Children benefit from the very effective and extremely positive and professional relationships established between the childminder, parents and other providers of the EYFS. As a result, continuity of care and cohesive learning experiences are effectively and successfully provided.

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.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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

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

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.