

Inspection report for early years provision

Unique reference number	102239
Inspection date	19/01/2009
Inspector	Linda Janet Chauveau
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 two children in a house within walking distance of local parks and shops in the city of Truro, in Cornwall. Children may use the ground floor of the home and all of the first floor, apart from the master bedroom. 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 small paved area is available for outdoor play activities.

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 six children from birth to eight years at any one time.

There are currently four children attending who are within the Early Years Foundation Stage (EYFS). The childminder is also able to offer up to five places to care for children aged between six and 16 years. Children occupying these places share the same facilities as the children in the early years age range. The childminder is able to drop off and collect children from local schools and pre-schools. She takes children to nearby parks, music groups and childminder drop-in support sessions.

Overall effectiveness of the early years provision

The childminder offers good care for children, who are comfortable and relaxed with her. Her sound understanding of children's individual needs means that she successfully promotes their welfare and development. She provides a secure and happy home environment, enabling all children to take part in a varied and stimulating range of activities. She has good relationships with parents, informally sharing relevant information on their child's day. She has started to reflect on her practice and has identified areas for future development, which will improve experiences for children.

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 and from communication with parents and other providers involved in the care of children, in order to plan challenging experiences across all the areas of learning and development
- further develop knowledge and understanding of diversity, providing activities to help children to make sense of the wider world and to value diversity in others.

The leadership and management of the early years provision

The childminder organises her home well. Children benefit from her understanding and sympathetic care, and participate in many interesting activities. Their independence is promoted as they choose from a wide range of well maintained and accessible toys and resources. They enjoy playing in a child-friendly playroom and the childminder has taken sensible steps to make sure her home is safe and secure for them, assessing risks and providing appropriate safety equipment. The childminder has successfully addressed previous safety recommendations and as a result, children now receive good support if they have an accident. A set of operational statements clearly explaining how the childminder will look after children is available to parents so they know that she is committed to safeguarding children at all times.

The childminder has supportive relationships with parents, encouraging two-way flows of information. Regular verbal feedback and the ongoing development of accessible information on their child's day ensure that parents are being included and informed on their child's progress. The childminder is starting to evaluate her practice, identifying areas for improvement. She is increasing her knowledge of child development by studying for a level 3 early years qualification. She ensures that her methods are up-to-date through regular meetings with other childcare professionals. Through self-appraisal, she has identified a need to develop her skills in promoting children's understanding of diversity. She has started to address this by purchasing support materials created by her local childminding group, which suggest activities for children that she plans to implement throughout the year.

The quality and standards of the early years provision

Children are very happy in the childminder's care, clearly enjoying the time spent with her. They settle well and have good relationships with each other. There is a happy atmosphere in the home and children are encouraged to be considerate of each other, developing skills for the future as they share toys and play cooperatively together. The childminder knows her children well and provides them with access to a good range of activities and resources each day, which interest and challenge them.

Children make their own play choices. They ask for musical instruments, each choosing something to shake or rattle. The childminder encourages them to make soft and loud noises, moving high and low as they play. She sits alongside children as they play and learn, for example, reading familiar stories to children and asking them to predict what comes next. Good use is made of unexpected occurrences to aid children's learning. For example, when a child comments that another child has cars on his top, the childminder gets the child to count the number of cars he can see. Group activities, such as painting and colouring card to make paper lanterns as part of a topic to celebrate Chinese New Year, are planned so that all children can participate and enjoy at their own level.

Children enjoy fresh air and learn about their local environment as they walk to and from nearby schools. They discuss stranger danger and learn about road safety during their walks. They have opportunities to develop physical skills by using the range of play equipment in the local park, kicking footballs and scrambling over rocks. They mix with other children during visits to music groups and local child carer drop-in sessions. Children learn how to look after themselves. For example when they are thirsty, they confidently select their own drinks cup. Snack and meal times are social occasions; children sit on the floor together to eat, enjoying the healthy snacks their parents have provided for them such as bananas and raisins.

The childminder is starting to work with the EYFS practice guidance to show how the experiences she plans for children link into their learning and development. Her written observations and photographs of children at play show parents that children are making progress, although the specific areas of learning have only recently been referred to. Parents have free access to these records but are not actively involved in contributing to their child's learning, for example by sharing with the childminder what they feel their child knows and can do when first starting with her. The childminder has correctly identified that this is an ongoing area for 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

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?	3
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?	3

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.