

Inspection report for early years provision

Unique reference number	102664
Inspection date	08/06/2009
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 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 1999. She lives with her husband and two secondary school aged children in Helston, in Cornwall. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden for outside play. The family has a pet dog.

A maximum of six children aged from birth to eight years may attend the setting at any one time, three of these may be in the early years age group. There are currently five children attending who are within the early years age range. The childminder also offers care to children aged over five years. The provision is registered on both the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to local schools and pre-schools to take and collect children. She attends the local children's centres and childminding groups, takes children to the local library, parks and tourist attractions. She 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 outstanding. Children are very confident, secure and relaxed in a very caring setting. There, they are cared for by a highly conscientious childminder, who is committed to providing best practice in a very well organised environment. The childminder plans and provides activities which interest, enthral and delight children. Key strengths of the childminder are her knowledge of individual children and her ability to promote their learning through their individual interests and child led play.

What steps need to be taken to improve provision further?

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

- establishing a system to share information with other providers in order to provide complementary learning and care.

The leadership and management of the early years provision

The childminder is extremely well organised and has a full set of policies and procedures. Parents receive very good quality information about how the childminder promotes children's development, safety and welfare through written policies, procedures and daily feedback, supported with home diaries and learning journey records. These include photographs which record children's enjoyment, along with written accounts of their activities and interests. The childminder has a secure understanding of the need to work in partnership with parents to meet children's needs and is aware of the need to develop systems to share relevant information with other providers of the Early Years Foundation stage.

The childminder has an accurate view of her strengths and continues to conscientiously seek information and training to maintain and improve her practice. She has established and conscientiously implements effective systems to safeguard children. Because the childminder organises regular practices children become familiar with the emergency evacuation drill.

She has thoroughly embraced the Early Years Foundation Stage and enjoys enabling and encouraging child led play and development. The childminder has very clear system to record her observations of children and uses these very effectively to plan activities that enthral them and promote their next steps. She pays very careful attention to children's individual needs by observing their participation and interest in activities, respecting their views and consulting with both the children and their parents.

The childminder uses daily routines, such as mealtimes very effectively to consolidate and extend their knowledge and learning. There is a wide range of high quality resources available. Children learn to appreciate and value diversity through observing and using the positive images and using multicultural resources provided. Planned activities are extremely well supported by the childminder providing appropriate books. When planning activities based on shape, she provides books showing a variety of shapes labelled in both English and Cornish.

The quality and standards of the early years provision

Children are extremely happy and confident, expressing their views and concerns, in the childminder's care. She values and shows respect for their comments and opinions. Children select resources they wish to use. Their independence, self confidence and self esteem are extremely well promoted by the childminder naturally praising and celebrating their achievements. Children develop self care skills, such as dressing and toileting and know to wash their hands appropriately. By the time they leave the setting they are very well prepared for the next stage of their learning. Individuality and diversity are extremely well supported by the childminder listening to children's opinions with evident respect.

Mealtimes are sociable occasions where children happily sit around the table and enjoy helping the childminder prepare their snacks. They choose and prepare fruit from the selection offered, developing fine motor skills as they chop the fruit up and measure out the milk, reminding the childminder what needs to be done next as they discuss which fruits and flavours they like. They comment on their observations, noting that the fruit initially floats to the top of the milk and then shout in delight when the liquid mix turns pink.

The childminder's systems to share information with parents are highly effective, enabling her to provide consistent care and meet individual children's needs. Children develop an interest and enjoyment in books as they select stories for the childminder to read to them. When sitting comfortably with the childminder, they confidently look behind flaps in the book as the childminder enthusiastically reads the story. The childminder develops and maintains their interest in the story,

asking questions and pointing out similarities with their experiences and asking how children think the main character feels.

Children thoroughly enjoy and become absorbed in a painting and printing activity. The childminder encourages them to identify a variety of shapes. They enthusiastically observe how mixing colours together creates different colours and the childminder encourages them to observe the different patterns and effects that they create. The childminder skilfully develops this activity as she encourages the children to discuss the texture and feel of paint as they pour it out, introducing the words such as gooey and slippery. Children confidently express themselves and communicate imaginatively as they combine words, sliding and stamping, creating a new one 'slamping' to describe using a sponge shape as a stamp and sliding it through the paint.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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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