

Inspection report for early years provision

Unique reference number	103132
Inspection date	10/12/2009
Inspector	Lynne Stephanie Bowden
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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and two school-aged children in St Stephens, a village a few miles from St Austell, in Cornwall. The whole of the ground floor and part of the first floor is used for childminding. There is a fully enclosed garden available for outside play. The family has a cat, and a dog. They also have some fish, which are kept in a tank in the living room.

The childminder is registered to care for a maximum of three children in the early year's age group at any one time. She currently minds four children in the early year's age group; some also attend a local preschool and a reception class. The childminder supports children with English as an additional language. 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. She takes children to local schools, shops and parks. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and relaxed in the warm and secure environment, where the childminder has made her home safe. They have very good relationships with the childminder, who encourages children to learn through play. Parents are well informed about their children's activities and about her policies and practices.

What steps need to be taken to improve provision further?

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

- match observations to children's progress towards the early learning goals to ensure planned activities address all areas of learning and development
- improve hygiene practices to further minimise risk of cross infection
- record risk assessments of individual outings.

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm, as the childminder has a very secure awareness of reporting procedures. She takes effective steps to make sure that the home environment is safe, children are closely supervised and the childminder risk assesses these areas thoroughly. However although she describes safe procedures there is no record of risk assessments having been carried out for outings.

The childminder takes generally effective steps to reduce risk of cross infection, but this risk can increase on the occasions when she does not use disposable gloves for nappy changes. Children are well protected in the event of having an accident as the childminder is qualified in first aid.

The childminder attends training to improve her knowledge and practice. The completed self-evaluation shows that she is aware of most of her strengths and areas for development and she has addressed recommendations from her previous inspection. The childminder has a sound understanding of children's development and uses her knowledge of individual children to plan for their next steps. She provides appropriate activities and resources, which stimulate and interest them. For example, the childminder increases a child's interest in a game by her own involvement, talking quietly and reminding the child not to wake the dragon and encouraging them to identify the colours of flags.

However, her observations and plans do not relate clearly to the development matters leading to the early learning goals and so enable her to monitor children's progress over all areas of learning. She seeks necessary information from parents about their children's individual needs requirements and their cultural backgrounds, to enable her to support them effectively and celebrate diversity. Required documentation is readily available. Comments from parents show that they are happy with the information she provides them and the progress their children make. They also value the consistent family atmosphere and range of activities provided for their children. The childminder has established a system to liaise with other providers.

The quality and standards of the early years provision and outcomes for children

Children are secure and comfortable in the childminder's home. They confidently move around the house and play in a comfortable home environment, where they have access to a wide range of suitable resources. Young children develop their balance as they confidently attempt to walk around using furniture as their support. Children feel respected and learn to make decisions, because the childminder asks their opinions and offers them choices.

They learn about diversity and difference through their use of books and toys. Children are encouraged to celebrate and be proud of their differences and individuality, bringing in traditional costumes from other cultures and proudly speaking and explaining different languages. They enjoy making Christmas decorations, carefully using scissors to cut tinsel and the childminder reminds them how to use them safely. Children become familiar with the fire evacuation procedure because the childminder arranges regular drills. They are well behaved; they learn to take turns in games, share resources, play cooperatively together and happily start to tidy toys away after being reminded to.

They also develop their knowledge and awareness of number as they count items on picture dominoes and develop awareness of size and shape whilst completing jigsaw puzzles. Children enjoy eating the healthy snacks of fruit. Older children confidently take themselves to the toilet and with a reminder from the childminder wash their hands. Records show that children occasionally enjoy the benefits of fresh air on outings to local parks.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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