

Inspection report for early years provision

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Inspection date	06/07/2010
Inspector	Sarah Jane Wignall
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder registered in 1992. She lives with her husband and one adult child in the town of Launceston in Cornwall. Children use all ground floor areas of the childminder's home. Bathroom facilities are located on the ground floor. A garden is used for outdoor play activities. The family have rabbits, chipmunks, guinea pigs and two cats.

The setting is open each weekday from 8.00am until 6.00pm all year round. A maximum of six children aged from birth to eight years may attend the setting at any one time, of these, not more than three may be in the early years age group. When working with an assistant a maximum of five children in the early years age group may be cared for.

There are currently nine children attending, who are within the Early Years Foundation Stage. They live locally and some also attend other early years settings. The childminder also offers care to children aged five to 11 years and up to 18 years for children with additional needs. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this highly effective and well organised setting. The childminder has a very good understanding of children's individual needs and provides a wide range of activities that interest and engage them. Health and safety is given a high priority and the home and garden are safe and secure. Partnerships with parents are very well established, ensuring that key information is exchanged and discussed. The childminder constantly evaluates all aspects of her practice helping to identify priorities for future development.

What steps need to be taken to improve provision further?

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

- review the storage of toys and resources to ensure they are accessible to every child so that they can learn independently.

The effectiveness of leadership and management of the early years provision

The childminder ensures that children's safety and security are a top priority. Children are extremely well supervised at all times and she is particularly vigilant when unvetted adults are present. Comprehensive policies and procedures are in

place that supports her practice. She has recently undertaken training in order to ensure her knowledge regarding child protection is current. Detailed risk assessments and daily checks are used to ensure the home environment remains safe and suitable. Regular fire drills help children gain an awareness of action to take in the event of a fire.

The childminder is very well supported by her husband who is registered as an assistant. Children benefit from the attention and interaction of two adults for the majority of the time. Sessions are well planned to provide a balance of free play and structured activities. Children thoroughly enjoy the opportunity to play outside throughout the day. The wide range of resources is rotated to provide variety and interest. Both the front and rear gardens are extremely well laid out; children can access these in all weathers and for different purposes such as riding bikes, playing in the play house and helping to tend the animals. The childminder has identified that improving the storage arrangements inside the home will provide children with easier access to toys and resources, enabling them to be more independent in the setting.

The childminder is committed to providing good quality care. She ensures she keeps up to date by accessing relevant websites and subscribing to several childcare publications. Links with local childminders and membership of the childminding network ensure she is well supported in her role. She regularly attends training sessions and has recently undertaken training in child protection and behaviour management. She is keen to undertake training on epilepsy in order to offer better support to children with additional needs.

Partnerships with parents are very well established and they are provided with comprehensive information each day. Detailed daily record books are completed giving a full account of daily events and essential information. Parents are provided with a newsletter each term and can access the setting's website or email for additional information. The childminder supports home learning and each child chooses a book to take home and enjoy with parents. Information regarding observations and assessments are shared and parents are encouraged to contribute information from home. This enables the childminder to plan for and meet individual needs extremely well.

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

Children are provided with a secure and interesting indoor and outdoor environment, enabling them to develop and make good progress in their learning. They are very settled, arriving happily and confidently at the start of the day. Strong relationships have been formed with the childminder and her assistant and children are confident to explore and participate in unfamiliar events. For instance, children are fascinated and engrossed as they actively help to feed the rabbits and chipmunks. They learn about quantity and size while they put spoonfuls of feed into bowls. Skilful intervention by the adults helps them to learn about animal lifestyles and how to help keep animals healthy and happy. Reluctant children are sensitively supported and gently encouraged to visit the chipmunks in their

enclosure. Delighted smiles are captured on camera as this is achieved.

Children learn about road safety as they pedal confidently on bikes and cars. Excellent use of resources teaches children about traffic lights and road signs. Young children learn that red means stop and green for go and that symbols carry meaning. They develop strong physical skills and good spatial awareness as they steer bikes around a course. Excellent use of the outdoors provides children with daily access to fresh air and exercise. They learn about growth and change as they help to plant potatoes and flowers. They discuss numbers and size as they play shops in the house. Children develop a very good awareness of healthy lifestyles, as they are provided with healthy foods each day. They understand that hands must be washed regularly during the day.

Children learn that print carries meaning as they self-register in the morning and help select the correct day of the week to go on the board. They thoroughly enjoy listening to stories as they sit together to look at books. Interest in books is encouraged as they choose a book to take home and share with parents each week. Children develop concentration and observational skills as they play a memory game. New words are introduced as they talk about the pictures on the cards. All children are very well included with younger ones given additional support.

Children develop a strong sense of security within the setting. They co-operate well together learning to share and take turns. They are gently reminded to use manners when requesting things and to treat each other and animals with care and respect. Excellent use of resources helps them to learn about and value diversity. They behave extremely well and thrive in the positive atmosphere in the home. As a result, children are becoming active and inquisitive learners.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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