

Inspection report for early years provision

Unique reference number	102255
Inspection date	28/01/2010
Inspector	Lynne Stephanie Bowden
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 1997. She lives with her husband, adult son and daughter. They live in a four bedroom semi-detached house in the village of Luxulyan, in Cornwall. The house is close to local amenities including the village Primary School. The whole of the ground floor of the property is used for childminding. The bathroom is on the first floor. Children do not have access to the bedroom areas. The only pets kept are fish.

To the rear of the property is a small play area for children which is fully enclosed, but the childminder likes to take the children to the local park for outside play. The childminder is registered to care for a maximum of three children in the early years age group at any one time. She currently minds five children in the early years age group; some also attend the local school's reception class. 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 attends the local parent/toddler group, takes children to the local library, beach 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.

Overall the quality of the provision is good. Children are confident and relaxed in the warm and secure environment, where they have good relationships with the childminder. A key strength is her ability to promote their learning and development, through everyday routine and activities. The childminder has made her home safe. She has an informal, close relationship with the local reception class. Parents are informed about their children's progress and achievements.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessments. 11/02/2010
(Documentation)

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

- match observations to children's progress towards the early learning goals to ensure all areas of learning and development are addressed
- develop systems to liaise with and share information with other providers to ensure consistency of care and promote children's progress.

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm, as the childminder has a secure knowledge of child protection signs and symptoms and reporting procedures. Though she has not got a record of a risk assessment in place, which is a breach of requirements, she has made her home safe. The childminder has the fire equipment checked regularly. She ensures that risk of cross-infection is minimised, by ensuring that children follow effective hygiene procedures, such as appropriate hand washing. Children play in a comfortable home environment, where they have access to a wide and suitable range of accessible resources. They 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. She has a realistic view of her strengths and weaknesses. She has taken some steps to improve her provision following recommendations made at her last inspection, for example, improving the storage of her resources to make them more accessible to children and seeking written parental consent for activities such as swimming. Parents are informed about their children's activities and achievements verbally and in their learning journeys. There is also an effective system to inform them about the childminder's policies and procedures.

The childminder records regular observations of children's achievements and development and activities planned to promote their next steps. However, these observations are not linked to the early learning goals, to ensure that all areas of learning are addressed. She uses her knowledge of the children effectively to provide appropriate provides activities and resources. These promote their development and stimulate and interest them. However, she has not developed a system to link children's progress to the EYFS areas of learning and ensure that they progress in all areas.

Though she has informal links with the local school and reception class she has not established a clear system to liaise directly with other providers, to share information and ensure continuity of learning and care.

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

Children are confident and comfortable in the childminder's home, where they have good relationships with the childminder and make good progress. They thoroughly enjoy developing their walking skills as they push walkers around the room. They show curiosity, whilst they explore and play with rattles and activity centres. Children benefit from visits to the local parent and toddler group, where they are able to socialise with other children and have additional space to play.

Young children learn to communicate with increasing confidence, because the childminder is attentive and responsive to their facial expressions and vocalisation. They have opportunities to enjoy sharing books, mark making and drawing to

develop early reading and writing skills. Diversity is valued and bilingual children are encouraged to share their knowledge.

Children's learning is reinforced in meaningful ways, by the childminder's ability to use daily activities. One example is her encouraging children to identify the colours of fruit and vegetables at local shops.

Children are protected from infection as the childminder follows effective hygiene routines. Children become familiar with the evacuation procedure, because the childminder arranges regular practices. Babies feel safe and secure enough to sleep soundly, checked regularly by the childminder and wake refreshed and happy. They learn road safety when out and about with the childminder.

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	3

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	3
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	3
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
--	---

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

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
--	-----