

Inspection report for early years provision

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Inspection date	26/01/2010
Inspector	Heather Tanswell
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 registered in 1999. She works in the home of her assistant. The assistant lives with her grown up daughter in a detached house close to the centre of Mullion, a rural village on the Lizard Peninsula, in Cornwall. The whole of the ground floor is used for minding. There is a fully enclosed garden for outside play. The minding home has two pet cats and chickens in a run. The premises are accessible.

The childminder is registered to care for a maximum of six children at any one time. When working with a co-minder or assistant, she may care for a maximum of 10 children, of whom no more than three may be in the early years age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register. There are currently 10 children attending who are within the early years age group. They live locally and three also attend the early years unit of the local primary school or other providers offering the Early Years Foundation Stage (EYFS). The childminder is in receipt of funding for the provision of free early education to children aged three and four.

The childminder is a member of the National Childminding Association and has an early years qualification to NVQ Level 3. The childminder receives support from Cornwall Council's Children, schools and families directorate.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in all areas of learning according to their starting points and thrive in the care of this well-qualified and highly experienced childcare professional. Partnerships with parents and all other providers who share care and education responsibilities are a key feature, ensuring that children's needs are met extremely well. Self-evaluation underpins all aspects of the childminder's work and drives improvements which are firmly grounded in developing children's unique abilities.

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 written policy on equality of opportunity and behaviour management to ensure they are fully up to date with statutory guidance

The effectiveness of leadership and management of the early years provision

The children's care, learning and development are significantly enhanced by the warm, trusting and professional relationships developed between the childminder, the children and everyone who shares care responsibility. All policies and procedures are individual to the childminder, most are up to date and fully support her very good practice. All adults regularly in the home are properly vetted and great consideration given to keeping children safe from harm. There are highly effective systems in place to assess children's starting points through discussion with parents and carers. Links to learning at home and in school are well established and have a positive impact on children's learning and development. Photographs and notes of observations inform planning based on children's interests and make sure parents stay fully involved with their child's day. Colourful stickers highlight achievements in the daily diary so that parents become familiar with the areas of learning and the childminder can monitor progress at a glance.

A flexible and child-centred approach to planning and an excellent balance between adult and child-led activities allows children to learn at their own pace and to help younger children learn alongside older or more experienced children. Very good use is made of daily routines, indoor and outdoor spaces to enhance play and learning. Children see the garden and outings as a resource to gain access to wildlife, physical play and meet with people in the wider community. The childminder makes sure her knowledge is fully up to date through training and sharing good practice with other professionals. Resources are chosen to reflect different cultural groups to be certain all children and families feel included and valued. Self-evaluation is integrated into everyday routines. The childminder focuses on what each child needs as a means to drive improvement and make sure they get the help they need to thrive and take their next steps in life.

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

Children's contributions and independence are highly valued as they play a lead in planning and organising activities and routines. They make excellent use of the resources to act out their home life experiences and record their findings enabling children to become skilful communicators. Shopping trips to the village provide opportunities for children to use their literacy and mathematical skills and understanding as they plan, gather and pay for the food needed for the next day's meal. They enthusiastically engage in more challenging activities for example, writing their own shopping list and menu to extend their enjoyment of role play. Children often lead routines, for example by taking charge of completing the registration, calendar and weather board and setting the table all by themselves and without being asked.

Children are protected from the risk of infection because the childminder is an excellent role-model to the children on establishing routine hygiene practice. Children rush to wash their hands at the mention of the time of day as they

recognise it is time to eat and must be clean. Food is locally sourced and where possible organically grown or reared to make sure meals and snacks are healthy and nutritious. Children display an excellent understanding of how to keep themselves safe. They knowledgeably describe the traffic light system used by the childminder to make sure they follow instructions on outings and what they do before they cross the road to avoid accidents.

Children display a strong sense of community. They help each other complete tasks and negotiate roles as they play, behaving extremely well and with mature understanding of each other's needs at all times. For example, older children praise a younger child for recognising the correct name card that they have found and put on display next to theirs. All the activities provided by the childminder support children's sense of self, respect for others and a positive disposition to learning that provides them with the necessary skills for their future success.

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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