

Inspection report for early years provision

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Inspection date	27/01/2010
Inspector	Linda Janet Chauveau
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 was registered in 2009. She lives with her son aged 14 months in the village of Chacewater, near Truro, in Cornwall. The home is accessed by a number of sloping steps; alternative access is available but this is a steep drive to the rear of the property. The whole of the house, except for the main bedroom, is suitable for children to access and there is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of three children under the age of eight years, of whom two maybe in the early years age range. She is currently minding two children in this age group. The childminder can also care for older children; this provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder can walk or drive to take and collect children from the local school, nearby pre-schools and nurseries. She also takes children to local parks, beaches and places of natural interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides consistent care for children and promotes positive relationships with parents. Children feel secure and comfortable in the care of the childminder; enjoying the relaxed home environment, which meets most safety requirements. Their individual needs are met through regular daily routines. There are sufficient resources to interest children and the childminder thinks about providing a suitable variety of experiences to cover all areas of learning. However, she has yet to develop systems to assess children's capabilities and plan to promote their individual learning and development. The childminder has begun to work with other professionals to evaluate her practice and demonstrates an adequate capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child
- develop systems to liaise with other providers delivering the Early Years Foundation Stage (EYFS) for children to ensure progression and continuity of learning and care
- improve safety indoors by making sure the low level glass in the front door does not pose a hazard to children

The effectiveness of leadership and management of the early years provision

The childminder has undergone the required vetting procedures to assess her suitability to work with children. She has a satisfactory understanding of signs and symptoms of child abuse and access to a range of support materials to enable her to identify signs of abuse and to make a prompt referral if necessary. The childminder has a current paediatric first aid certificate which means that she can treat minor injuries appropriately. The childminder has satisfactory systems in place to organise her daily routines to promote children's care and safety. She has produced a detailed set of operational policies and procedures to underpin her practice and shares these with parents. All required consents and permissions are in place meaning that children's welfare needs are met appropriately.

The space available for children in the childminder's home is restricted but used appropriately to ensure children have access to an adequate range of toys and activities. The childminder has only started looking after children in recent months and is still building on her resources. She ensures children are offered choices in their play. The childminder uses discussion and children's television programmes to encourage their awareness and understanding of diversity, similarities and differences. The childminder assesses potential risks and uses safety equipment, such as stair gates, to restrict access to certain areas of her home, this helps to keep children safe. However, the childminder is unable to show that low level panes of glass in her front door do not pose a hazard to children.

The childminder has friendly and relaxed relationships with parents. She has set up adequate systems to share children's information with parents, on a mainly informal basis. Photographs and examples of craft work are used to show what children do whilst they are being looked after. Parents are very complimentary about the childminder, stating that their children are stimulated and well settled; enjoying activities such as going to the park, baking and playing games. The childminder looks after children who receive the EYFS elsewhere, however, she has not developed systems to liaise with these practitioners to share information and ensure progression and continuity of learning and care. The childminder has no experience in caring for children with special educational needs and/or disabilities but knows who to contact for professional advice and support if needed. The childminder uses a variety of support systems to identify strengths and weaknesses in her practice. These include monitoring visits from the local authority and attendance at childminding support networks to observe demonstrations of best practice. This enables the childminder to identify areas for improvement and maintain a steady development in her standards.

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

The childminder has a satisfactory understanding of children's development and the EYFS. She understands how to promote children's learning and development through purposeful play activities and daily routines. Suitable systems are used to

assess children's starting points and some photographic observations of children are made. The childminder notices what children enjoy doing most and plans to provide activities that appeal to their current interests. As yet, the childminder has not used the observations she makes to identify children's developmental levels and plan activities to extend their learning. The childminder ensures that children are allowed to follow their own routines for rest and supports their individual requirements throughout the day.

Children are looked after in a very small but comfortable home; however, the lack of space restricts the range of learning opportunities available indoors and in the garden area. In order to compensate for this the childminder plans to make regular use of the resources available within the local community. For example, in warmer weather children visit local play parks, beaches and nearby areas of natural interest, benefiting from fresh air, exercise and enabling them to learn about their local environment. Television programmes and conversations with children about different foods, clothing and lifestyles help children to make sense of the wider world. Indoors, standards of hygiene are suitably maintained and children are supervised in developing and managing their own personal care routines. Nutritious snacks, such as dried fruits, and regular drinks are offered to promote healthy living. Children learn to keep themselves safe and be aware of the risks around them; the childminder talks to children about dangers when they are in her car or playing in the local park. Indoors, children practise fire evacuations which means they learn to take care of themselves in an emergency.

Children have opportunities to develop their imaginations, acting out scenarios with role play toys such as a dolls tea party. The childminder helps children to become aware of number, pattern and colours using physical games such as 'Twister'. Books are shared and enjoyed by all. Children take part in baking activities, which provide opportunities for them to compare weights, consider quantities and different consistencies. Toys that reflect the real world such as mobile phones and conversations about cars and tractors help children become aware of the technology used in everyday life. Social skills develop as children mix with other children being looked after by the childminder and through attendance at schools and nurseries. Children show confidence to ask for what they want and are well mannered. By encouraging independence, problem solving and exploration, children begin to make sense of the world and are beginning to develop positive attitudes to learning that will equip them well for the future.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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