

## Inspection report for early years provision

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<b>Unique reference number</b>	102346
<b>Inspection date</b>	01/03/2010
<b>Inspector</b>	Julie Wright

<b>Type of setting</b>	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 has been registered since 1993. She lives with her husband, adult son and 15 year old son, in the village of Tregrehan near St Austell, Cornwall. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of six children at any one time, three of whom may be in the early years age range. There are currently three children on roll, all of whom are in the early years age range. The childminder takes children to and from local schools and pre-schools by car. They also visit the local park and parent and toddler groups. The childminder is a member of the Cornwall Childminding Association, the National Childminding Association and the St Austell childminding support group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in safe and secure premises. The childminder provides a good variety of indoor and outdoor play opportunities for children. She promotes all areas of children's development and securely meets individual needs. The childminder develops positive working relationships with parents and shares relevant information with them. She has a good understanding of the areas of learning and has basic systems to record children's progress. Suitable policies and procedures are implemented to promote children's welfare, although, there is no written record of risk assessments. The childminder demonstrates a satisfactory capacity for continuous improvement to practice.

## What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. 15/03/2010

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

- improve the observation and assessment systems to clearly identify individual progress and next steps in children's learning and development
- develop systematic procedures to self-evaluate and monitor the effectiveness of the provision
- conduct regular fire evacuation drills and record details of in a firelog book of any problems encountered and how they were resolved.

## **The effectiveness of leadership and management of the early years provision**

The childminder has clear knowledge and awareness of the procedures to safeguard children. She has completed appropriate training, has up-to-date information and informs parents about the child protection policy. Children are safe on the premises and outings because the childminder makes frequent visual checks to minimise hazards. Suitable safety equipment is in place, or available for use, to suit the ages and abilities of children attending. For example, childproof locks are fitted to kitchen cupboards, safety gates are available and fire safety equipment is in place. There is a fire evacuation procedure, although, this is not practised with children. In discussion the childminder demonstrates a clear understanding of safety issues, however, risk assessments are not written, which means that a specific welfare requirement is not met. Emergency contact numbers are readily accessible at all times and the childminder ensures safe arrangements for children on outings. Policies and procedures to promote children's health and hygiene are effective in practice. Records and documentation are maintained in order, including contracts, consents and children's details.

The childminder considers the ages and interests of the children to ensure that their individual needs are met within the daily routines. She rotates toys to promote interest and makes them accessible to children. Everyday household items are also used to good effect to provide additional learning opportunities for children. Space is well organised, with age-appropriate furniture and equipment to support children in their development. The arrangements agreed with parents for the provision of meals and snacks meet children's individual dietary requirements. Regular discussions take place with parents in respect of children's welfare, progress and achievements. The childminder makes notes on a daily basis which are sent home with the children. However, this system does not collate clear information on children's current stage of development and next steps. Long standing relationships with families develop and the majority of arrangements are made through recommendations. Parents provide positive feedback and are very pleased with their children's care and progress. The childminder has a suitable policy in place to promote inclusion. She is aware of information sharing with relevant persons to promote children's welfare.

The childminder has a relevant childcare qualification and experience in working with young children. She strives for children to learn through play and demonstrates a good understanding of child development. Since the last inspection the childminder has addressed the recommendation made, resulting in improvement to hygiene practise. She continues to attend childcare courses, for instance, on the Early Years Foundation Stage framework and behaviour management. Resources are checked, suitably maintained and replaced when required. These actions demonstrate a satisfactory capacity for further development. However, the childminder does not have a clear procedure in place to fully assess her strengths and effectiveness.

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

Children are happy and secure in the care of the childminder. They develop close attachments and make good progress in their personal, social and emotional development. Children learn to share, have respect and to take care of things. For example, they play happily alongside each other as they investigate the resources. They begin to understand about helping, such as in tidying up or when taking care of the pet rabbit. Children follow simple rules which contribute towards them being safe. They behave well and know what is expected of them, for instance, they learn how to be careful on equipment and near the road. The childminder supervises them closely and enables them to take 'safe risks'. This means that children begin to understand their own boundaries and capabilities. The childminder is aware of children's individual progress, providing challenges and experiences to support their overall development. For example, children who are developing competence in their mobility enjoy walking across the field. They negotiate and notice the different types of surfaces and levels, which promotes physical skills and coordination. Outdoor equipment in the garden and at the park also provides opportunities for physical play.

Children are familiar with the environment and readily explore with interest. They can reach into the toy baskets and make independent choices from the resources. Books and jigsaws are also readily accessible to children. These help to develop children's early literacy skills and concentration. The childminder interacts well with the children, gently supporting them as they play. She encourages learning in a fun way, for example, the youngest children take great interest in the rubber gloves from the kitchen. They try them on, noticing how big they are and then count the fingers. When children remove their shoes the childminder prompts them to consider each others socks. They compare colours, patterns and textures within everyday situations. Children benefit from consistent routines, which help them to feel safe and secure. They enjoy regular outings, such as to toddler groups and walks within the local community. They walk safely with the childminder and have fun as they follow sticks in the stream. Children experience nature as they see animals in the fields, visit the duck pond and talk about the environment around them.

Children take part in baking activities, suitable for their individual ages and abilities. For instance, the youngest children decorate biscuits with icing and sprinkles. Older children weigh and measure ingredients, which promote mathematical skills. They learn how things grow and help them to be healthy, such as when planting seasonal vegetables and salad. Children develop independent skills as they grow and they follow suitable hygiene routines. Creative play resources include paints, mark making materials and dough. Children enjoy playing with construction toys, talking about size, shapes and colours as they build with the bricks. The childminder ensures that all children are included and involved during the activities. She provides time for them to freely investigate, whilst remaining attentive to their needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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