

Inspection report for early years provision

Unique reference number	EY344862
Inspection date	24/03/2010
Inspector	Julie Wright
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 was registered in 2007. She lives with her husband and two children aged seven and four years in Wadebridge. The whole of the ground floor flat 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 four children at any one time, two of whom may be in the early years age range. There are currently eight children on roll, two of whom are in the early years age group. The childminder walks or drives to local schools to take and collect children. She regularly takes children to the local library, park and toy library. The childminder has a recognised childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for in safe and secure premises. The childminder has a good understanding of the Early Years Foundation Stage framework and securely meets the welfare, learning and development requirements. She knows the children well and effectively meets their individual needs. Relationships with parents are good, which contribute towards consistent care for children. The childminder has made improvements to practice since her last inspection and demonstrates a secure capacity for continuous development. However, she does not have a clear system in place to monitor and self-evaluate her provision.

What steps need to be taken to improve provision further?

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

- seek further information from parents when children first attend in respect of current stage of development and capabilities, to inform initial planning for individual progress
- develop systematic procedures to self-evaluate the effectiveness of the provision.

The effectiveness of leadership and management of the early years provision

The childminder has a childcare qualification and nursery work experience, which is reflected in her practice. She has comprehensive policies and procedures, effectively implemented to promote children's welfare. These include the responsibilities in respect of safeguarding children and the information is made available to parents. The childminder ensures that hazards are minimised for children, indoors and on outings. She completes risk assessment and conducts

regular fire drills, which promote safety for children. Records and documentation required for efficient organisation are maintained in good order. The childminder seeks appropriate information from parents to enable her to meet the individual needs of children. For example, about their general welfare, personal routines and preferences. However, this does not clearly identify children's developmental starting point when they first attend.

Space is used well to provide children with a stimulating environment. Children move around with confidence as they play, making choices from the accessible resources. Toys and equipment are stored safely and well maintained. The toy library is used to provide additional resources and to further promote children's interest. Arrangements for meals and snacks are made in consultation with parents, to meet children's individual dietary requirements. The childminder promotes healthy eating with children and involves them in cooking activities. She has a very good understanding of how children learn through play and plans fun activities for them. Children are supported, praised and encouraged, which promotes their learning and self-esteem. The childminder has secure knowledge of the Early Years Foundation Stage framework. Children's observation and assessment records show that they are making good progress in all areas of their development.

The childminder promotes positive relationships with parents. She seeks their views with the use of questionnaires which provide very good feedback on the care given. Parents commend the childminder and comment on how happy children are and how much fun they have. Regular discussions on children's welfare take place and parents are invited to contribute to the records of progress. The childminder ensures complementary care for children who attend more than one setting. For example, she takes note of current themes or topics in the nursery, which means that she can fully support children's learning when they are in her care. The childminder has addressed previous recommendations, resulting in improvements to health and safety for children. She continues to attend relevant childcare training to ensure up-to-date knowledge and awareness. The childminder describes suitable plans to secure future development, although there is not a clear procedure to fully promote reflective practice.

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

Children benefit from a wide range of activities and enjoy their time in the care of the childminder. They develop good social skills and play very well together. Children happily share resources, playing constructively and imaginatively. For example, they build with bricks and describe to their friends what they are doing. The childminder interacts well to extend and challenge learning, for instance, to prompt mathematical understanding as children compare and consider height. Children independently select dressing-up clothes and have fun as they pose for photographs. They confidently express themselves and make good progress in their speech and language development. The childminder helps them to become aware of similarities and differences in people and places. For instance, they readily repeat words and sounds during a story about different countries and

languages. They have a go at copying Chinese symbols and also begin to recognise letters in their own name. Mark making materials are readily accessible to promote early literacy skills.

The childminder plans interesting topics and activities to engage or follow children's interests. She skilfully ensures that play opportunities promote all areas of learning for children. For example, during the 'People who help us' topic, children visit the lifeboat, fire and ambulance stations. Children play 'shopkeepers', using money and making simple calculations, which links to Problem Solving, Reasoning and Numeracy. They use the bricks, replica tools and workbench as they pretend to be builders, or rollers and brushes as 'painters and decorators'. Children also develop a clear understanding of 'being healthy' and 'keeping safe' within the daily activities. They follow good hygiene routines and learn about food that is good for them. For instance, children help to cut and peel fresh fruits to make fruit salad. They observe changes and processes, such as, turning the fruit into a 'smoothie'. Children also develop skills as they cut ham and make pizza, or carefully decorate biscuits with icing. Children cooperate well and understand what is expected of them, such as, in helping to tidy up. They follow age-appropriate rules of behaviour, which contribute towards them being safe.

The childminder makes good use of the outdoor environment for learning opportunities. Children benefit from fresh air and exercise as they regularly play in the garden, where they also help weed a patch in preparation for planting flowers. They enjoy visits to the park and soft play centre, which promotes their physical skills and coordination. In the woods children explore nature and investigate a cave with interest. Children enjoy learning about themselves and the world around them. Parents are kept informed of children's activities and have opportunities to be involved. For example, they provide photographs so that children can compare pictures of themselves as babies and consider how they have grown.

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	2

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	2
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	2
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

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

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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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