

## Inspection report for early years provision

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<b>Unique reference number</b>	103106
<b>Inspection date</b>	27/04/2010
<b>Inspector</b>	Heather Tanswell

<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).

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## Description of the childminding

The childminder registered in 1996. She lives with her husband and teenage daughter in Camborne, in Cornwall. Children use the downstairs of the childminder's home. A garden is used for outdoor play activities. A step up gives access to the premises.

The childminder is registered to care for a maximum of three children in the early years age range at any one time. The provision is registered by Ofsted on the Early Years Register. There is currently one minded child attending as well as two children who are related to the childminder, all of whom are within the early years age range. They all live locally.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder creates a warm, friendly, safe and secure family environment for minded children. Care is taken to promote children's welfare and make sure they feel included and part of the extended family. Children make sound progress in their learning in partnership with parents and other providers. The childminder has not kept fully up to date with the learning and development requirements of the Early Years Foundation Stage to ensure children always make good progress. Not all the required paperwork is in place to underpin practice. Informal assessment systems including self-evaluation makes sure the childminder has the capacity to maintain standards and achieve some improvements in the quality of care.

## 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 that identify aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment). 27/05/2010
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and welfare). 27/05/2010

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

- improve knowledge and understanding of the six areas of learning and development as set out in the Practice Guidance for the Early Years Foundation Stage and how its use can help to identify next steps in learning
- develop records of learning and development to highlight children's

achievements, their next steps or need for further support.

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

The childminder has made her home safe and secure to safeguard children and promote their welfare. All adults who regularly come into contact with children are suitably vetted. She has taken action to make sure hazards are minimised, for example, socket covers and trampoline safety nets are in place. She has not devised a record to identify what aspects of the home and outings need to be checked on a regular basis to keep children safe and has no written procedure for dealing with complaints, both of which are specific legal requirements.

The childminder identifies and pays attention to children's individual needs and current interests by sharing information about children's well-being, routines, and achievements with parents through discussion. The childminder attends a 'Sunshine Room' pre-school session along with parents and their children which promotes consistency of care for the child and supportive relationships for all concerned.

The childminder correctly identifies some of the weaknesses in her practice and reflects accurately on what she does well. Recommendations made at the last inspection have been suitably addressed. Concerns about children playing near glass in a shed window no longer apply as safety film has been applied. Children have ready access to a wide range of resources both indoors and out to support their play and learning.

The childminder is a very experienced carer, but has not kept fully up to date with the learning and development requirements as noted in the Early Years Foundation Stage framework to influence planning of activities that help children take their next steps. Although observations of children at play are used to influence what the childminder provides and says to help children make sound progress, there are no records to share achievements with parents and guide practice to make sure activities always provide sufficient challenge and children make consistently good progress across all areas of learning.

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

Children are comfortable, happy and relaxed in the care of the childminder. They particularly enjoy the company of and benefit from the friendly relationships they develop with the childminder and her extended family. Children become independent from an early age as the childminder encourages children to make some choices and try things out for themselves. The childminder acts as a good role model, carefully explaining how to make amends when minor disputes occur. As a result, children learn to care for one another, take turns, share, help tidy away and behave generally well for their age.

The childminder's understanding of how young children learn through play is evident when interest in a jack-in-a-box turns into a game where children use numbers up to 20 to count the turns of the handle before the jack pops up and they then compare which is the larger. Through talking about quantities, children develop appropriate mathematical vocabulary and use their knowledge to develop ideas in role play and solve simple mathematical problems such as how long it will be before the meal they are making is ready. Children speak up with confidence, join in with songs and share books snuggled up close with the childminder and her grandchildren.

Children develop healthy interest in their own bodies, their own well-being, safety and talk about food preferences. They benefit from fresh air and outdoor play in the garden. When weather and time permits they can slide, climb, jump on the trampoline and explore sand and water play. Children take an interest in younger children's achievements, showing pride in what they can do and sometimes include them in their games. They learn to keep themselves safe in an emergency as they practise emergency evacuations. Overall, children acquire the skills they need 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
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>	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	4
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

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