

## Inspection report for early years provision

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| <b>Unique reference number</b> | 102520       |
| <b>Inspection date</b>         | 10/05/2010   |
| <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 was registered in 1983. She lives in Torpoint and the whole of the ground floor, first floor bathroom and the childminder's bedroom are used for childminding. There is a fully enclosed garden for outdoor 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 six children on roll, four of whom are in the early years age range. The childminder walks to the local school to take and collect children. She attends the local parent and toddler group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very well cared for in a safe, secure and stimulating environment. They make good progress in their overall development and form close relationships. The childminder has a wealth of experience and plans a highly effective programme of activities. Comprehensive policies and procedures are in place to promote and safeguard children's welfare. The childminder has a very good understanding of how children learn and develop and securely meets their individual needs. Good working relationships with parents and relevant others contribute to consistent and complementary care for children. The childminder reflects on her practice and makes continuous improvements to 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 to clearly identify current stages of development and capabilities, and encourage parents to contribute to the ongoing records of development
- consider activities to help children learn about planting and growing, to develop their knowledge and understanding of the food chain.

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

The childminder ensures the safety of children at all times, on and off the premises. She completes written risk assessments to identify potential hazards and then takes suitable measures to minimise them. The childminder attends relevant training to ensure that her knowledge of the Local Safeguarding Children Board procedures is up to date. Parents are informed of the child protection policy and the responsibilities of the childminder to safeguard welfare. Records and documentation are well organised and maintained in order, which contributes to

consistent and safe care. The childminder demonstrates a commitment to professional development and practice. For example, she continues to attend a wide range of childcare courses and successfully reviews the effectiveness of her provision.

The childminder provides a child-focussed play area, which they find interesting and fun. Resources are clearly organised, well maintained and accessible to children. This means that they readily make confident and independent choices from the play materials. There are plenty of signs, labels and pictures around the room, which contribute towards children's early literacy skills. The childminder plans some activities, whilst also ensuring that children's interests and ideas are taken into account. She is flexible in her approach and changes activities to meet the needs and abilities of the children. Behaviour is managed well so that children develop positive attitudes and self-esteem. The childminder promotes their understanding of health, hygiene and safety in the daily routines. Individual dietary requirements are met through arrangements agreed with parents.

The childminder has a secure knowledge of the Early Years Foundation Stage framework. She effectively meets the welfare, learning and development requirements, resulting in children making very good progress in her care. Clear systems are in place to observe, assess and plan for individual next steps. Parents provide initial information on their children's general routines and preferences. However, this does not clearly identify children's capabilities and current stage of development. The childminder encourages parents to read the records of development, although they do not actively contribute to these. Parent's views are sought as part of the self-evaluation process. They provide very good feedback on the care and highly commend the childminder. Positive relationships between the childminder and parents mean that children are well supported in their different stages of development. The childminder has good links with staff at the local pre-school and nursery, which promotes smooth transitions for children.

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

Children are confident and happy in the care of the childminder, forming warm relationships with her and one another. They are constructive and cooperative in their play, sharing the resources and taking turns in games. Children show good levels of concentration as they listen carefully and finish each activity before moving on to the next. They focus well as they happily investigate and explore the play materials available. Children make clear choices and requests, for instance, asking for creative activities and particular colours of paint. The childminder responds promptly to their requests and engages in their play. She interacts well with children at all times, gently extending their learning. For instance, children are prompted to think about colour, shape, number and textures. They enjoy interactive stories, using puppets to help them tell the tale. Children learn that print has meaning and make marks or patterns with different types of materials. For example, they use paint and shapes for printing patterns, or draw with crayons and pencils.

Children's suggestions are included, which helps them to feel important and valued. For instance, they choose the 'colour of the week' and then help to make a display on a shelf. They ask to play outside and learn to put on their shoes and coats as they get ready. Children benefit from regular fresh air and exercise in the garden and at the park. They know how to behave safely on outings and on park equipment. They develop competence in their physical skills and coordination and also enjoy social opportunities. For example, they visit other childminders and local groups, which contribute to their awareness of the local community. Children follow good health and hygiene routines and develop independent skills. The childminder involves them in everyday activities, such as shopping for fresh fruit. They talk about what they have bought for snack and match fruits to pictures on a poster. This links in to their developing understanding of 'healthy' foods, although they do not have the opportunity to learn how these grow.

The childminder has a good awareness of the individual needs of children in her care. She works closely with parents to support children in their development, such as to help with potty and toilet training. Photographs provide evidence of children engaged in a good range of activities, which promote the six areas of learning. For example, children use a variety of tools and equipment, creative materials and role play resources. They enjoy taking part in baking activities where they make pizza and buns. Mathematical language is used as children weigh ingredients and talk about 'how much' is needed. Children make observations during the mixing and cooking processes, for instance, they make comparisons between liquids and solids. They confidently select the doll's house resources, using descriptive language as they play with the different types of figures. Books are used well to promote children's awareness of similarities and differences in people and places.

## 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

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|--|---|
| <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                                     | 2 |

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

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|--|---|
| <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         | 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <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