

Inspection report for early years provision

Unique reference number	102225
Inspection date	21/04/2010
Inspector	Heather Tanswell

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 registered in 1998. She lives with her husband and three grown up children, on the edge of Falmouth in Cornwall. The conservatory and dining room are the main rooms used for childminding. The lounge and one ground floor bedroom provide space for rest only; the upstairs is not used. There is a fully enclosed garden for outside play. Steps provide access to the premises.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She also offers care to children aged over five years to 11 years. There are currently eight children attending who are within the early years age range. They live locally and one also attends a local pre-school. The provision is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The childminder drives and walks to local schools and pre-schools, to take and collect children. She attends local parent and carer toddler and childminding support groups. She takes children to the toy library, park and local attractions. She is an associate member of the Truro Childminding Network and Chairperson of the Falmouth and Penryn Childminding Group. The childminder holds a relevant early years qualification to NVQ Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The well-qualified and highly experienced childminder establishes excellent relationships with children, their families and other providers in an imaginatively resourced homely environment. As a result, children make tremendous progress according to their starting points and their welfare is promoted successfully. The childminder has maintained her outstanding judgement from the last inspection and this is due to her continued efforts, and a strong commitment to continual professional development and reflective practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- complement the otherwise good personal hygiene routines by making sure children always follow good hand washing routines.

The effectiveness of leadership and management of the early years provision

The childminder is dedicated to her work with children and families and displays high levels of care and concern for their welfare. All the required policies and procedures to safeguard children are fully in place and implemented conscientiously. All adults that are regularly in the home are properly vetted and outings to groups and places of interest take place alongside other registered childminders who are able to provide emergency cover. The childminder is a leading member of a local childminder support group that meets routinely to organise exciting special events that enhance children's learning experiences, such as, fun days for families, trips to libraries, museums, art galleries and train journeys to places of interest such as St Ives.

Children's education is also significantly enhanced by the quality, imaginative provision and organisation of space and resources. For example, a summer house has been converted into a darkened sensory room where children make believe they are travelling into outer space. All children's needs are met well through effective partnership with parents and carers, underpinned by exceptionally good organisation, risk assessments and planning for continuous improvement. Parents' views about the care and education provided are sought and they report back how they 'treasure' children's daily diaries and express gratitude for the newly acquired skills their children bring home.

Ambition for improvement and commitment to equality are evident in the range of training the childminder has attended since her last inspection and how well that has been embedded into practice. She now uses sign language, includes topics that help children understand each others differences, makes more effective use of the outdoor areas to meet different learning styles and promote children's good health, and embraces change such as the implementation of the Early Years Foundation Stage guidance with enthusiasm and rigour.

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

Children are excited and motivated to be in the childminder's care. They thoroughly enjoy learning in an attractive environment alongside a childminder who revels in their company and listens carefully to everything they say. Children have excellent opportunities to move freely inside and outdoors and are fully involved in decisions about their learning. Planning is linked to routine outings with plenty of time set aside for children to follow their own interests and develop ideas. Outings become a resource to inspire learning about cultural events and the wider world. Planned topics about 'the life cycle of a frog' and 'we may look different' provide children with experiences that challenge their thinking. Colourful topic books record children's responses for future reflection and thought as they develop and widen their personal experiences of the world and how people live their lives.

Children revel in stories that inspire their imagination, brought alive with props such as foam and water. After listening to the story about a bear hunt, the childminder and children go outside and crawl through grass, stomp through crunchy gravel, find a path to follow through 'snow', make footprints, cross a 'river' and end up in a dark cave. Children's excitement is obvious as they follow the route with the childminder telling a version of the story that fits with the props to hand. They end by looking for the bears shining eyes in the dark of the sensory room, before rushing back home to the safety of the sofa where they all snuggle down together under a cover. Play outside in the fresh air and a wide selection of healthy options at snack times to supplement main meals brought in from home, makes sure children develop healthy habits and thrive.

Routines are used especially well to promote all areas of learning. Children self register, clean tables ready for food preparation, help monitor and record the fridge temperature, grow food such as peas and tomatoes, and learn mostly very good personal hygiene routines. They also discover how to keep themselves safe by following the Highway Code, practising fire evacuations and how to handle tools such as rolling pins and pastry cutters.

Children's behaviour is exemplary. They learn from an early age to share, be polite and help each other out. The praise given to children for their efforts shows in the pride children take in sharing the results of their work, and demonstrating how equipment works in the sensory room. Their faces light up as they point to photographs of each other and show great affection when they recognise the face of the childminder. The wholesome atmosphere created by the childminder ensures children are keen to learn, make excellent progress and are well-prepared for their next steps in learning and development.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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