

## Inspection report for early years provision

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<b>Unique reference number</b>	EY409993
<b>Inspection date</b>	16/09/2010
<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).

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.

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## Description of the childminding

The childminder registered in 2010. She lives with her husband in the hamlet of Trencreek, near Newquay, in Cornwall. The home is accessible and children use all areas of the downstairs of the childminder's home, and upstairs for rest and access to the bathroom facilities only. A secure rear garden area is used for outdoor play activities and the premises are accessible. The family have a pet dog.

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 five children attending who are within the early years age range. They live in surrounding towns and villages and one child also attends a local day nursery. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks or drives to the local school and pre-school to take and collect children.

The childminder is a member of the National Childminding Association and receives support from Cornwall Council's Children, schools and families directorate.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An exceptionally highly motivated, well-qualified and experienced childminder strives and succeeds to provide children with high quality care and education in a homely child-centred environment. A key feature is the strength of the partnerships developed with parents and other carers, due in large part to the imaginative and thorough policies and procedures the childminder has in place. The childminder rigorously and professionally assesses the service she offers and sets in place clear-cut action plans that underpin her practice with wholehearted drive for continual improvement. As a result, children make tremendous progress according to their starting points and their welfare is promoted effectively.

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

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

- reviewing the fire evacuation procedure so that all children have practised leaving through both exit doors.

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

The childminder is enthusiastic about her work and displays high aspirations for children and her own professional development. She is extremely well-qualified and experienced and continues to attend a wide range of relevant early years courses to update her practice. Rigorous implementation and review of all the required policies and procedures safeguards children from harm. All adults in the home undergo vetting. Thorough risk assessments identify aspects of the home or outings that require action or extra vigilance to keep children secure and safe from harm. The excellent use made of well-appointed indoor and outdoor spaces, outings to local places of interest, for example, a reservoir walk, the duck pond, beaches and village events, as well as visits to local groups and children's centre sessions, enhance children's learning experiences, their friendships and sense of belonging to the wider community in which they live.

Right from the start great care is taken to make sure the views of parents and other providers who also care for children are sought and fully respected. By mirroring home-life routines, for example, continuing attendance at toddler groups the child already attends with family members, the children's care and learning are significantly improved. The childminder establishes meaningful relationships with key workers and other professionals making sure the individual needs of children are well met and that she learns from their knowledge and experience. Routine use of Makaton sign language enables children to communicate from an early age and is one of the indicators of the childminder's proactive and positive approach to providing a fully inclusive environment.

Meticulous planning linked to targets for next steps and reviews of achievements make sure children make as much progress as they can according to their starting points. The childminder focuses on what each child can and needs to do next and the resources required to enable the child to thrive and take their next steps. Daily logs, communication books and learning journals instigated by the childminder make sure everyone involved is working as a team to meet the individual needs of children. Parents all report that they are thrilled with the weekly updates to learning journals provided in a range of formats to suit their needs. The childminder's assessments of children's progress and her personal development are professionally rigorous. They cover all aspects of learning and outcomes for children and form the basis of productive action plans and personal self-evaluation and influence industrious plans for enhancement to the services she offers families.

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

Children make excellent progress according to their starting points due to the childminder's creative organisation of play spaces and provision of high-quality resources linked to children's current interests. Children fascinated by wheeled toys learn how to manoeuvre a remote control vehicle around the room and connect pieces of wooden train track. The playful coaching from the childminder through role modelling and simple instructions enables children to succeed and therefore revel in their success as they grow in self-esteem. Children are often heard to exclaim with joy, 'I did it'.

Children's behaviour is exemplary at all times because they are so well-occupied and completely absorbed in what they do. They learn respect for others and the environment. A child whose attention is taken by a bug watches fascinated as the childminder lets it walk over her hand and describes how it feels then he takes his turn. As a result, children gain great confidence and knowledge of the natural world. Children take part in challenging activities such as riding a scooter, ably pushing along with one foot as they ride down the path. Very young children learn to keep themselves and others safe as the childminder very carefully explains the purpose behind a request to take care when moving downstairs and how to handle sharp knives to cut fruit and cut dough with scissors. All children take part in fire evacuations and most have practised leaving the home through both the front and back door.

Routines such as tidying up and washing hands before a nutritious snack become great fun as the childminder has made up relevant words and actions that fit to well known tunes for children to sing along with as they complete a task. Through these routines children learn how to be healthy, to count, sequence the days of the week and play their part in daily tasks. Examples of children's art work shows the respect the childminder has for everything children do and say. Other displays provide useful reminders and connections with home. The 'Adventures of Daisy the Dog' exhibit, clearly illustrates how parents and children have embraced the partnerships with the childminder and sent in items and scenarios from home to share. These displays act as talking points and 'Daisy the Dog' also accompanies children on their first day at nursery to give them a strong sense of security and consistency between home and key persons in their life. In the care of the childminder young children flourish and begin to apply all the skills they need to learn to take their next steps.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

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

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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