

Inspection report for early years provision

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Inspection date	29/06/2010
Inspector	Lynne Stephanie Bowden
Type of setting	Childminder

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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 1993. She lives with her husband in the centre of Hayle, in Cornwall. The whole of the ground floor area of the property is used for childminding. There is a fully enclosed garden for outside play. The family has a pet dog.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. She currently minds eight children in this age range, some also attend other Early Years Foundation Stage providers. The childminder supports children with English as an additional language. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder's husband works as an assistant with her, when she is registered to look after up to 12 children at any one time, of whom six may be in the early years age range. The childminder walks to local schools and pre-schools to take and collect children. She visits the local library, takes children to the local parks and beaches and on nature walks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed in the comfortable and secure environment, where the childminder has made her home safe. They have good relationships with the childminder and her husband. The childminder encourages children to learn through play, providing activities that interest them and she makes effective use of the local amenities. Parents are informed about her policies and practices and about their children's activities. The childminder has identified some of her strengths and areas for development indicating her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- link observations of children's progress and plans to promote children's next steps, to the expectations of the developmental phases of the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm, as the childminder is up to date and aware of safeguarding children issues and procedures. She carries out comprehensive risk assessments to ensure their environment is safe. She protects children from fire by keeping fire equipment maintained and carrying out regular fire evacuation drills. The childminder encourages children to follow effective hygiene procedures.

Children play in a comfortable home environment, where they have access to a suitable range of accessible resources. These include resources that show positive images of people from different cultures. The childminder encourages bilingual children to celebrate their skills. Children are well protected in the event of having an accident as the childminder and her assistant both have current paediatric first aid training.

The childminder is aware of her strengths and has identified areas for improvement in her self-evaluation. She has improved her knowledge through attending several training courses and keeps up to date with current practice through regular attendance of a childminding support group. She is currently working towards a National Vocational Qualification at level 3 in childcare. The childminder keeps parents informed about their children's activities and routines through discussion and daily diaries. Her records of activities and her observations of individual children show that activities provided, interest the children and promote their learning. The records and activities link to the six areas of learning, however, they do not clearly link to the phases of development. Required documentation is readily available and ensures that parents are knowledgeable about her provision. The childminder has established systems to liaise and share information with other providers of the Early Years Foundation Stage, to promote continuity of learning and care. She makes effective use of the facilities such as the local environment using local toy libraries.

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

Children are secure and comfortable in the childminder's home. The childminder has made children welcome and established warm relationships with them. Children become aware of simple mathematical concepts such as shape and size as they explore and play with toy vehicles and cardboard tubes. Children learn to protect themselves from the sun, happily waiting for the childminder to apply sun cream to them, before going out to play. Children enjoy their meals, which are served and presented attractively by the childminder. All children are protected from risk of fire by their participation in regular fire drills.

Children have opportunities to develop their creative skills and imaginations by their use of small world toys, painting with water, and modelling and playing with play dough. Then, they also develop hand strength and early writing skills. Children benefit from good opportunities to enjoy fresh air and exercise on walks to and from pre-school and school and during their regular outdoor play. There, they develop confidence as they enjoy developing their jumping skills and practise ball skills.

Children become aware of and begin to respect difference and diversity, when they use multicultural resources in routine play. Children with English as an additional language are encouraged to celebrate and share their knowledge and skill, when they teach French words and phrases to their friends.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

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

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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