

Inspection report for early years provision

Unique reference number	EY409016
Inspection date	11/10/2010
Inspector	Sarah Wignall
Type of setting	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 was registered in 2010. She lives with her husband and three children aged nine, seven and two in the village of Millbrooke near Torpoint in Cornwall. Children use all ground floor areas of the childminders home. Bathroom facilities are located on the first floor. A garden is used for outdoor play activities. The family have four cats, and two chickens that live outdoors in a run. The setting is open each weekday from 7.30am until 6.00pm all year round. A maximum of four children aged from birth to eight years may attend the setting at any one time, of these, not more than two may be in the early years age group.

There are currently five children attending who are within the Early Years Foundation Stage. They live locally and some also attend other early years settings. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good awareness of children's individual needs and she uses this knowledge to plan an interesting and relevant range of experiences each day. Relationships with parents are sound and they are kept well informed about daily routines. Health and safety are given suitable priority. The childminder makes good use of self-evaluation in order to identify areas for future development.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills
- extend the sharing of information with parents to include children's learning at the setting and targets for next steps.

The effectiveness of leadership and management of the early years provision

The childminder provides high levels of supervision as children play and move around the home. She has a good understanding of safeguarding procedures and keeps her policies and information up to date. She ensures all adults in the home have been vetted. The home is made safe and secure and risk assessments are in place. Visits by the local fire safety officer help inform both the childminder and the children about fire safety. However emergency evacuation procedures have not yet been practiced with the children.

The childminder makes good use of her time. Daily sessions are well thought through and include regular attendance at toddlers, stay and play sessions and the local library. A wide range of resources are attractively presented and easily accessible to children. Children thoroughly enjoy the opportunity to ride their bikes or push their buggies around the house and clear areas of play space make this possible. Books are well presented and children are able to play in the established home corner if they choose.

Partnerships with parents and other are sound. Parents receive a termly newsletter providing them with information about past and forthcoming activities and daily dairies are used to record routines and share key information. The childminder has not yet extended this sharing of information to include children's learning and development at the setting and this is an area she has identified for future development. Self-evaluation is used effectively to highlight strengths and areas for development which include providing more creative opportunities for children, developing links with the local pre-school and continuing to develop observation and assessment systems.

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

Children enjoy their time with the childminder. She provides a fun and lively environment and as a result children are happy, busy and eager learners. They confidently move between the play areas making choices about their play, co-operating with their peers and responding well to the childminder. Older children thoroughly enjoy dressing dolls and putting them in buggies to walk around the house or garden. They show a developing sense of negotiation as they take turns to use the buggy.

The childminder has a good understanding of individual needs and she ensures young children are provided with the resources they like. For instance play dough is available for children on arrival helping them to settle and separate from parents. The childminder joins children in play helping them to roll and cut the dough and make different shapes. All children are well included as they help join a train track together. They begin to learn about shape, size and number as the childminder asks them to collect round or straight pieces or to fetch one more.

Children learn about books as they sit with the childminder to listen to stories and look at books. They join in as they make different noises when listening to a story about farm animals. Books are well presented and easily accessible to children. The childminder is keen to develop children's love of books and good use is made of the local library extend the range available to them.

Very good use is made of the outdoors for play and exploration. Children enjoy taking their dolls outside as they put them in the swing or push them around the garden. Children develop strong physical skills as they go down the slide or sit on the see-saw. They use their senses to explore water as they fill and empty

containers in the water tray. Children learn about food and where it comes from as they pick strawberries in the garden or watch as the childminder collects eggs from the chickens. Walks around the village and local country estate inform them about the natural world. Children enjoy collecting leaves, acorns and other items to make pictures and collage.

Children's physical needs are well met. They are provided with a healthy and varied range of home cooked meals each day and drinks are available when needed. Mealtimes are a social occasion with children sitting together at the table to eat. They are encouraged to follow established routines for hand washing. Suitable systems are in place to record accidents at the setting.

The childminder ensures she is well informed about children's needs and interests on enrolment and undertakes regular observations and assessments of children to help her identify progress and set appropriate 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

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	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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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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