

## Inspection report for early years provision

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<b>Unique reference number</b>	118474
<b>Inspection date</b>	07/12/2010
<b>Inspector</b>	Lynne Bowden
<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 2000. She lives with her husband and secondary school aged child, in Redruth, Cornwall. All areas of the property are used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, three being in the early years age range. She currently has three children in the early years age range on roll. The childminder walks and drives to local schools and pre-schools to take and collect children. She attends the local library and park. The family has a pet dog and a budgie.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children are confident and relaxed in the comfortable and secure environment, which the childminder has made safe. They have good, warm relationships with the childminder. She encourages children to learn through play, providing activities that interest and challenge them and she makes effective use of the local amenities. Parents are informed about her policies and about their children's activities, though learning journals lack some detail. The childminder is aware of some of her strengths and has identified areas for development.

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

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

- develop further the observations records to identify children's next steps and monitor the balance of children's progress through all areas of learning

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

Children are kept safe from harm, as the childminder is aware of safeguarding children issues and procedures. She carries out comprehensive risk assessments and makes sure that the environment is safe. Regular fire evacuation drills are carried out. The childminder follows effective hygiene procedures, for example minimising risk of cross infection at nappy changing, by using disposable gloves and by cleaning children's hands before snack. Children play in a clean and comfortable home environment, where outdoor shoes are removed before entering the front room to keep the carpet clean. The childminder provides a suitable range of resources which interest children and provide appropriate challenge. She has

improved her range of resources to better reflect social diversity . Children are protected in the event of having an accident as the childminder has current paediatric first aid training. The childminder is aware of some of her strengths and has identified her training needs.

The childminder keeps parents informed about their childrens activities and routines through discussion and daily diaries. She knows the children very well and has a secure understanding of their levels of development and interests. Consequently she provides resources that interest the children and provide appropriate challenge. Records clearly identify childrens strengths and achievements, but do not identify childrens next steps or clearly link to the six areas of learning. This makes it harder for the childminder to monitor the balance of learning and progress. The childminder is aware that this is an area for her to develop. Required documentation is readily available and ensures that parents are knowledgeable about her provision. The childminder is aware of the need to establish systems to liaise and share information with other providers of the Early Years Foundation Stage as the need arises. She makes good use of the local environment and amenities taking children to local parks and beaches.

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

Children are very confident and secure with the childminder. This enables them to explore and enjoy playing with the appropriate resources that the childminder provides. The childminders intuitive interaction with children encourages and promotes their development and learning.

Children behave well because they are constructively occupied and the childminder praises them for considerate behaviour; an example being when they help to tidy toys from the floor to avoid trips. They become aware of difference and diversity through their exploration of the range of books and toys, which showing positive images of diversity in society.

Children become aware of simple mathematical concepts such as shape and size as they explore and play with shape sorters and more challenging jigsaw puzzles.

They develop communication skills listen attentively to and responding to the childminders speech and instructions. With appropriate encouragement and praise from her they increase their vocabulary as they attempt to say new words.

Children are interested in stories read to them by the childminder and enjoy looking at and exploring books. They develop dexterity as they build towers of bricks and create structures with construction toys.

They become aware of good hygiene practices as the childminder explains why she needs to clean their hands before meals. Children develop independence as they help themselves to their drinks and initiate their own activities and games. All children are protected from risk of fire by participating in regular fire drills. They benefit from opportunities to enjoy fresh air and exercise such as regular outdoor play and trips to the park. There, they develop confidence as they enjoy playing on swings and slides.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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