

Inspection report for early years provision

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Inspection date	12/01/2011
Inspector	Heather Tanswell
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 registered in 1995. She lives with her partner and seven children in Newquay, Cornwall. The house is within close distance of amenities such as leisure facilities and beaches. The areas used for childminding include the lounge, play room, large kitchen/diner and downstairs toilet. A garden area is used for outdoor play activities. The premises are accessible.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She also offers care to children aged over five years to 11 years. She is also registered to work with another childminder and/or an assistant and then may care for a maximum of 12 children aged under eight of whom no more than eight may be in the early years age range. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently six children attending who are within the early years age range. They live locally and some children also attend a local nursery. The childminder supports children with special educational needs and/or disabilities. She is a member of the National Childminding Association and Cornwall Community Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress overall in the care of an experienced and well qualified childminder who makes successful use of her spacious home to provide an inviting, generally safe and secure, inclusive learning environment. Partnership with parents and monthly meetings with other providers eases children's transition between home and other nurseries and therefore supports continuity of learning. Positive use of self-evaluation and reflective practice ensure the childminder develops her knowledge and understanding, which underpins her service to families and their children.

What steps need to be taken to improve provision further?

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

- analyse observations more effectively across all areas of learning to help plan 'what next' for individuals and groups of children
- reposition the fire blanket so it is easily accessible in the event of a fire
- make creative materials such as dough and paint more readily accessible for children to explore in their own time.

The effectiveness of leadership and management of the early years provision

The childminder is well organised. She has set up and implemented detailed written policies and procedures to safeguard children from harm and promote their welfare and safety. All adults regularly in the home are vetted for their suitability to be in contact with young children. Detailed risk assessments on the premises and to cover outings are fully in place and minimise the risk of injury to children. Smoke alarms fitted strategically around the home alert everyone to the early signs of fire, however, the fire blanket is shut away in a cupboard so not easily accessible. There is an emergency evacuation procedure in place which is practised routinely with children to make sure they know what to do to keep themselves safe.

The childminder strives to update her knowledge and understanding of early years issues. Since the last inspection she has attended a wide range of training in topics that include health and safety, promoting inclusion, managing behaviour and child protection and strives successfully to use the knowledge she gains to improve the service she offers children and families and self-evaluate her practice. The learning environment is planned, resourced and laid out so they can be used flexibly to meet the needs of every child and is fully accessible. Children and childminder make good use of the toy and book library situated at the local Children Centre. Every child has a book bag that goes home and includes information about current topics and songs so that good links are made with learning at home.

Parents report that they are highly satisfied with the service the childminder offers and are particularly pleased with how the childminder promotes healthy eating habits and learning overall. Daily diaries complement and enliven informal feedback about routine activities and achievements. Learning journals with observations across all areas of learning are now on computer disc so they can be easily shared with parents and their comments added, however, they are not always analysed clearly to help plan 'what next' across all areas of learning. Monthly liaison meetings help establish and maintain good relationships with other early years providers. The childminder demonstrates a clear understanding of how these partnerships are effective in supporting children's learning and development.

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

Children are confident and happy in the care of the childminder and the company of her family. The home is immaculately kept and the atmosphere very friendly and relaxed. The childminder applies her good knowledge of the children and how to promote learning by planning playful experiences linked to popular nursery rhymes and stories, rewarding their participation and achievements with praise. A key strength is how well the childminder encourages children to develop mark-making, speaking and listening skills. As a result, children make good progress

overall and rapid progress in communication language and literacy in her care.

Children learn respect for each other and the importance of taking turns and sharing as the childminder encourages them to think about the needs of others as well as their own, promoting the skills they need to form good relationships with others and play alongside companions. Children's chosen role play with baby dolls is skilfully extended to promote learning. For example, as children dress and pretend to wash the dolls the childminder encourages them to match and compare size and by modelling language for children, they begin to copy, count out loud and add words to their vocabulary. Creativity emerges as children become absorbed in action and exploration of an activity table where they can post balls and watch them move along tubes and pop out underneath. Media such as paint and dough is not readily accessible for children to express and represent their ideas.

Children learn to use tools adeptly holding pencils and making marks alongside the childminder and family members as they talk about the pictures they are colouring in. Unplanned events such as a pencil needing sharpening or breaking become opportunities for children to learn new skills and look more closely at how objects are made. A child managing to sharpen a pencil independently holds it up with glee at their success; immediate recognition from the childminder means the child grows with pride and self-esteem. Children learn about the wider community they belong to through outings to local places of interest such as the zoo, beaches, community events linked to the school and play sessions at the local Children's Centre. The childminder also has good links with other minders in the area and they routinely meet up so children can play and socialise.

Children learn how to keep themselves safe. They take part in regular fire drills and discussions about the consequences of their actions. For example, when a child stands on a chair at the table, the childminder asks them to think about what might happen if they fall. Children and childminder sit at the table together at meal and snack times. Some children bring food from home, and in cooperation with parents, the childminder supplements with healthy options if they require more. To encourage healthy eating habits children learn about where food comes from, go on outings to garden centres to smell and explore a wide range of plants, select vegetable and flower seeds and grow them in the childminder's garden using child-sized tools. Children learn about the food chain, enjoy being outside and parents' feedback shows their enormous delight that children enjoy eating fresh, home grown foods.

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	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	1
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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