

Inspection report for early years provision

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Inspection date	02/02/2011
Inspector	Julie Wright
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.

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 has been registered since 1986. She lives with her husband in Par, near St Austell. Local shops, schools and other amenities are within walking distance. The whole of the ground floor, except the lounge, is used for childminding. The first floor bathroom and two front bedrooms are also used for childminding purposes. There is a fully enclosed garden available for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children aged under eight years, three of whom may be in the early years age range at any one time. There are currently eight children on roll, four of whom are in the early years age group. The childminder takes children to local carer and toddler groups and is a member of the Restormel Childminding Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and homely environment in which children make good progress. Children are well cared for and enjoy their play experiences with the childminder. Positive relationships with parents and others ensure that children's individual needs are effectively met. The childminder has begun to reflect on her practice and demonstrates a good capacity for continuous development. She securely meets the welfare, learning and development requirements, with reasonable systems in place to assess children's development.

What steps need to be taken to improve provision further?

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

- improve the information sought from parents when children first attend, to clearly identify starting points and capabilities, and develop systematic procedures to observe, assess and plan for children's progress.

The effectiveness of leadership and management of the early years provision

The childminder implements comprehensive policies and procedures to promote and safeguard children's welfare. Risk assessments are conducted and hazards minimised, both on and off the premises. Regular fire drills are carried out and a record made of their effectiveness. The childminder has a good understanding of the Local Safeguarding Children Board procedures. She attends relevant training to ensure that her knowledge and awareness remain up to date. Parents are clearly

informed about the child protection procedures and the childminder's responsibilities. Records and documentation are well organised, contributing to efficient organisation.

The childminder organises her time and space effectively to meet children's needs. Children explore happily, making independent choices from the accessible toys. The hall provides additional play space, which crawling babies enjoy investigating. The play room is equipped with a variety of age-appropriate, well maintained toys for children. Creative activities take place in the kitchen and suitable facilities are available for children who need to sleep. Outdoor toys and activities promote children's learning as an extension to indoor play. The childminder promotes children's developing awareness of being healthy and staying safe in everyday activities. Children develop independent skills and become familiar with daily routines. A positive, gentle approach to managing behaviour means that children respond well to the childminder. For example, they learn to share and play cooperatively together.

The childminder demonstrates a clear understanding of children's learning and development. She works closely with parents to help children make good progress. Long standing arrangements develop and parents highly commend the care and attention given to their children. The childminder liaises with relevant persons in order to support children and promote inclusion. There is a suitable introductory period, during which sufficient information is sought from parents to help children settle. However, it does not include specific details about children's developmental capabilities. The childminder knows the children well and provides accordingly for their interests and preferences. Activities promote the areas of learning, although the childminder does not have a thorough method to observe, assess and plan for individual progress. Since the last inspection the childminder has had an extension built, providing a play room and ground floor toilet for children. Previous recommendations have been addressed and the childminder has attended a number of training courses. The childminder considers her effectiveness and has clear ideas for future improvements.

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

Children benefit from close support and consistent care in the childminder's home. They form close relationships with the childminder and begin to form friendships with each other. Children show interest in their surroundings and readily investigate the toys. They enjoy the response they achieve, such as, a variety of noises as they pull or turn buttons. Children play on the floor with construction bricks, learning to stack and build them together. The childminder prompts colour, number and shape recognition as children play. Younger children benefit from sensory play opportunities, examining a range of materials. For instance, the childminder provides a bag containing different fabrics, pine cones and other natural resources. Children enjoy bubble blowing and using toys that have various lights or sounds. Sand and water play provides opportunities for children to fill, pour and consider capacity.

Children sit together at lunchtime to eat their packed lunches sociably. The childminder encourages their early understanding of healthy foods and how things grow. For example, children plant salad and vegetables in the garden in summer. The childminder takes photographs of children in their activities and compiles albums. Children show self-esteem and keen interest, eagerly looking through the pictures of themselves and their friends. Physical skills and coordination develop in a variety of activities. Children take turns in fun games, for example, running underneath the parachute. They learn to use park equipment with competence and to recognise their own abilities. Children become aware of safety in everyday activities and experiences. Older children sometimes help with the fire drill, deciding where the pretend fire will be, and then working out the safest exit.

Children take part in creative activities and like to take their paintings or drawings home. On local walks they show interest in nature, collecting articles such as leaves and shells to make collages with. During very cold weather children investigate pieces of ice, learning about freezing and thawing. Children visit various places in the local community. For instance, they go to toddler groups, theme parks and regularly help to walk the dog. Trips to the beach provide further opportunities for fresh air as children happily explore the rock pools. The childminder promotes children's speech and language development throughout the day. Younger children watch closely and listen, while others join in spontaneous singing and action rhymes. Children feel secure and are happy in the care of the childminder.

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	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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