

Inspection report for early years provision

Unique reference number	102217
Inspection date	11/02/2011
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.

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Description of the childminding

The childminder has been registered since 1989. She lives with her husband in St Austell, within walking distance of schools, playgroups, parks and shops. The whole of the ground floor is used for childminding purposes. Children also have access to the first floor bathroom and one bedroom. There is a fully enclosed garden for outside play. The family have 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 seven children on roll, all of whom are in the early years age range. Registration includes the provision of overnight care for one child aged under eight years, at any one time. The childminder is accredited to receive early education funding for children aged three and four years. The childminder belongs to the Restormel Childminding Group and visits the Bodmin Childminding Group. She is also a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from consistent care in a safe and welcoming home environment. The childminder provides a wide range of play experiences, enabling children to make good progress. She has secure knowledge of children's learning and development and is developing appropriate assessment procedures. The childminder promotes positive relationships with parents, working together to meet the individual needs of children. The childminder reflects on the effectiveness of her provision and demonstrates a good capacity for continuous 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 systems to assess children's progress, to clearly identify starting points, progress towards the early learning goals and their next steps

The effectiveness of leadership and management of the early years provision

The childminder implements clear policies and procedures to protect and promote children's health, safety and welfare. She has a secure understanding of the Local Safeguarding Children Board procedures and attends relevant training. Thorough risk assessments enable the childminder to identify and minimise hazards to

children in the house, garden and on outings. The childminder carries identification and nominated contact numbers with her in case of emergency. Fire evacuation procedures are practised with children and details logged. Mandatory records and documentation are efficiently organised and maintained in order.

The childminder plans and provides activities and resources to suit the ages and abilities of children attending. Toys are clearly organised, in good condition and accessible. Children make independent choices and show interest as they move around. Space is used well to meet children's needs and they have easy access to the decked area for outdoor play. Throughout activities and routines the childminder encourages children's early understanding of being healthy and keeping safe. They respond well to her positive approach in managing behaviour. Children are praised and their achievements celebrated, which promotes self-esteem. Suitable arrangements are agreed with parents for the provision of food and drinks. Children's dietary requirements are known and met.

The childminder is experienced and has a recognised qualification in childcare. Frequent discussions take place with parents in respect of children's welfare and development. The childminder is beginning to compile observations, photographs and examples of children's creativity. She has a good understanding of the purpose of activities and how children learn. However, development records do not clearly show children's current stage and their next steps. Parents provide very positive feedback on all aspects of their children's welfare and development. They fully appreciate the variety of enjoyable activities and supportive care, which contribute to their children's happiness. The childminder continues to assess, improve and develop her practice. For example, since the last inspection she has improved the provision of resources reflecting diversity. The childminder has also attended a number of courses to ensure up to date childcare knowledge. Suitable arrangements are in place to liaise with other providers, when children attend more than one setting.

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

Children form friendships and warm relationships in the care of the childminder. They feel safe and happy, showing their developing confidence and independence as they play. Children learn to play together, share and take turns during activities. They contribute their thoughts and ideas, making clear requests to meet their interests. For example, during a popular story they ask for the replica animals. They recognise and name species, mimicking animal sounds. The childminder has a clear awareness of children's individual preferences and ensures that they are consistently occupied. She extends learning and provides age-appropriate challenges to children. Children recently learnt about frog spawn, tadpoles and frogs. Their learning is reinforced with linked activities, for instance, they make frog puppets from cartons. Boxes are also used for making models and children become aware of re-cycling items. They show an understanding of which bins and containers are used for different materials.

Children develop good hygiene routines and understand why they do things. They wash, rinse and dry their hands at appropriate times and routinely clean their teeth. Children follow age-appropriate instructions and behave well. The childminder gently reminds them about having good manners and being kind to each other. Children learn safe boundaries, for example, how to behave near the road and to use park equipment carefully. They benefit from fresh air, exercise and social opportunities during outings. The childminder provides activities in the garden to enable children to continue to learn during outdoor play. As an example, children help to grow potatoes and carrots, which they take home to share. Water pots and different sized brushes enable children to make marks and patterns on surfaces. Children enjoy regular baking activities, involving weighing and mixing, which prompts use of mathematical language.

Children show their developing understanding of everyday technology and how things work. For example, they play with a toy phone on which they record and then delete their voice messages. Children recognise the sound of the computer turning on, declaring 'it's working now'. They bring a toy hospital trolley and stethoscopes when the childminder initiates a game of 'Doctors'. Various role play resources are available, including authentic dressing-up costumes. Children make cards and cakes for celebrations, which are greatly appreciated by their families. An electronic photograph frame provides parents with lots of examples of their children's activities. Children also enjoy seeing themselves, recalling the things they have done and places they have been.

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

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