

Inspection report for early years provision

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Inspection date	04/03/2011
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 registered in 2003. She lives with her family in Callington, Cornwall. Minding takes place on the whole of the ground floor, with use of an upstairs bathroom and two designated bedrooms. The childminder takes children to the local library, park and swimming pool and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years; three of whom may be in the early years age range at any one time. Children aged three and four years are funded for free early education. There are currently 14 children on roll, 10 of whom are in the early years age group. The childminder employs an assistant and when working together, they may care for up nine children at any one time. The childminder holds a level three qualification and has completed a quality assurance scheme for network childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her assistant work efficiently together to ensure that children make excellent progress overall. They have secure and supportive systems in place to effectively promote inclusion and meet children's individual needs. Partnerships with parents and relevant others are good, contributing to consistent and complementary care for children. The childminder is thorough in most aspects of developmental assessment and meets all welfare, learning and development requirements. Self-evaluation procedures are in place and the childminder demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- seek further information from parents when children first attend, to clearly identify developmental starting points and capabilities.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and welcoming environment for children. Risk assessments are conducted and routinely reviewed to ensure that hazards are minimised. Comprehensive policies and procedures are implemented to safeguard and promote children's welfare. The childminder has a secure knowledge of the Local Safeguarding Children Board procedures. She attends relevant training and

provides parents with clear information about protecting children. The childminder has good organisational skills and effectively maintains all records and documentation in clear order.

Children's play areas are well equipped to promote all areas of their learning and development. The main play room is child focused, with accessible resources and bright displays of children's creativity. Toys and equipment are well maintained and clearly organised. Low level drawers, tables and boxes enable all children to make independent choices and help to provide a fully inclusive environment. Pictures are used to help each child communicate their choice of activity. Effective systems are in place to provide additional support and to promote positive partnerships. The childminder ensures smooth transitions for children, helping them to settle in and then preparing to move onto nursery or school. Arrangements for the provision of food and drink are made in agreement with parents. The childminder provides fresh fruit or savoury snacks and additional drinks throughout the day. Children bring a packed lunch to meet their individual dietary requirements. The childminder has a positive approach to managing behaviour and promotes children's self-esteem. She provides consistent routines to help children feel secure and to learn through everyday activities. The childminder takes time to get to know each child in her care well to ensure she is able to meet their individual needs, regardless of their background and ability. She is experienced in caring for children with additional needs and has attended a wide range of specific courses to support their potential individual requirements.

The childminder plans an effective programme of activities to support children's learning and development. Clear systems to observe, assess and plan for children's individual progress are in place. A summary is compiled each term as a measure of children's progress. Parents see the development records on a regular basis and have opportunities to contribute to them. They provide initial information when children first attend in respect of routines and preferences. However, children's developmental starting points and capabilities are not clearly identified. The childminder seeks parents' views as part of her evaluation process. They provide very positive feedback on the provision, commending the care and their children's progress. The childminder has addressed previous inspection recommendations, resulting in improvements to the planning and provision of activities. She continues to attend training and demonstrates a commitment to further development.

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

Children thrive in the warm and welcoming care of the childminder and her assistant. They benefit fully from the close support and very good range of play opportunities. Children settle readily and take a keen interest in their activities. They are inquisitive and engrossed as they play, which contributes significantly to positive attitudes to learning. Children concentrate well; listening carefully and joining in group activities with great enthusiasm. For example, they take turns to select resources from the song bag and then sing loudly in unison. Children contribute their thoughts and ideas as they play, demonstrating confidence and

understanding. They make independent choices about what they want to do and where they want to be. This includes frequent outdoor play sessions in the easily accessible patio and garden. Children continue to learn outside due to the careful planning and provision of activities. The childminder skilfully responds to children and enhances learning through play. For instance, children dig in the soil and discover insects. Magnifying glasses and a pot are quickly brought out so that children can investigate further. Children show delight when spraying water bottles, making comparisons between wet and dry. They consider the textures of soil and see how stones change colour.

Children play very well together, following instructions and simple rules in games. They show an interest in what each other are doing and understand that they must share and take turns. For example, they particularly enjoy computer games, waiting patiently and watching whilst a friend is playing. They chat sociably and comment on what they can see happening on the screen. Children's development records and wall displays provide clear evidence of emerging writing skills, as early writing materials are readily available, both indoors and outside. For instance, children begin to follow letter and number forms, recognising that print has meaning. They join in and act out familiar stories, which contribute to language and creative development.

Children play imaginatively together, dressing up and taking on different roles, for example, they wear a chef's outfit and set up a café. Resources and events promote children's early awareness of similarities and difference in people and places. They take part in themed activities, such as, making flags for St Piran's Day. During Chinese New Year they eat noodles or rice using chopsticks, make lanterns and listen to special stories. Children benefit from regular outings to parks, beaches and local community facilities. They enjoy running, climbing, collecting natural articles and splashing in puddles. Independent skills develop as children put on their coats and boots and learn good hygiene routines. Children understand how to be careful and safe, responding well to the childminder's guidance and high levels of positive interaction.

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	1
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	1

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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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