

## Inspection report for early years provision

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<b>Unique reference number</b>	EY278100
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Sarah Wignall
<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.

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## **Description of the childminding**

The childminder was registered in 2004. She lives with her husband and one child in the town of St Austell in Cornwall. Children use designated rooms of the childminder's home. A garden area is used for outdoor play activities. The family have two dogs. The setting is open each weekday from 8.00am until 5.30pm all year round. A maximum of six children aged from birth to eight years may attend the setting at any one time; of these, not more than three may be in the early years age group.

There are currently three children attending who are within the Early Years Foundation Stage. They live locally and some also attend other early years settings. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association and the Restormel Childminding Group.

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

Overall the quality of the provision is good.

Children are settled and happy with the childminder. She provides a wide range of activities that interest them and supports their learning and development well. Positive relationships with parents and others are used to support children in the setting. Self-evaluation focuses on strengths and ongoing development, such as the development of observation and assessment systems. She has met the recommendation set at her last inspection and demonstrates a good capacity to improve.

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

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

- develop further the observation and assessment systems in place to clearly identify next steps in children's learning and development.

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

The childminder demonstrates a sound understanding of safeguarding. She follows established procedures to ensure children's safety and security in the home and when out and about. Risk assessments and daily checks are used to identify and minimise hazards. Written policies and procedures support her practice and are made available to parents. All adults in the home have been vetted and she

provides high levels of supervision when unchecked adults are present. A visitor's book is used to record visitors to the home. The childminder is aware of action to take if concerned about children in her care. She is keen to keep her knowledge and skills up to date and is booked to attend safeguarding training in the near future.

Children are provided with a wide range of resources and activities each day that include good use of both the indoor and outdoor environments. Toys and resources are well presented and easily accessible to children. Monthly themes are used to provide a basis for planning and children's individual needs and interests are catered for each day. Regular attendance at local community groups such as Fit and Fun and toddler sessions provide children with variety and the opportunity to mix and socialise with others. The childminder makes good use of the toy library to vary her resources.

Partnerships with parents and others are well established. They regularly share information through daily discussions, text messages and documentation. Information regarding children's progress and development at the setting is shared helping to keep both parties fully informed. Partnerships with other providers of the Early Years Foundation Stage are effective. Strong links with local pre-schools ensure that children's progress is regularly discussed. The childminder keeps up to date with required training and regularly meets with other local childminders to share good practice ideas. She evaluates her practice in order to highlight strengths and areas for development.

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

Children enjoy their time with the childminder. They are happy and confident as they play with their friends, select resources and learn new skills. They thoroughly enjoy the opportunity to play outdoors and show good physical skills as they ride bikes and cars around the decking. They skillfully negotiate obstacles in their way asking the childminder to make a course by setting up the obstacles. They learn good skills for the future as they wait for their turn to go around the course. They demonstrate their sense of security and belonging as they confidently chat, choose resources and make their needs known. Children have formed strong relationships both with the childminder and each other. They enjoy sitting together to have snack or complete pictures and play games. They show delight as they look at photographs of themselves talking about what they were doing and who they were playing with, helping to increase their sense of belonging.

The childminder provides children with a broad and balanced range of activities each day. They learn new skills as they skillfully create pictures using small hammers and beads. The childminder sits with them supporting and encouraging their play. Children develop problem solving skills in this way as they match shapes to make patterns. They talk about shape, size, number and colour as they select different pieces. They show high levels of concentration as they complete their pictures, proudly showing them to the childminder. Children are provided with a

wide range of creative activities and enjoy using scissors and glue to join materials when creating collage, or crayons to colour in pictures of rockets.

Children learn about diversity and the wider world as they celebrate festivals within the curriculum. They dress up, sample new foods and make dragons and lanterns when celebrating Chinese New Year. They learn about local festivals and traditions as they celebrate St Piran's day or make flags for St George's day. Children learn good social skills as they use appropriate manners when asking for things and wait to speak while others are talking. The childminder is warm and responsive and offers high levels of praise and encouragement; for instance, children enjoy selecting stickers to reward them for eating well at snack time.

The childminder promotes health and hygiene well. Children follow established procedures regarding personal hygiene and independently wash hands before eating. They are provided with good amounts of healthy meals and snacks during the day. The garden is well used and regular attendance at the local leisure centre and soft play sessions helps to keep them fit and healthy. Parents are kept well informed of accidents or illness at the setting. Children develop a good awareness of safety as they regularly practice fire drills and talk about fire safety. They demonstrate their awareness of safety as they discuss the need to be careful when using the small hammers or the scissors. The childminder helps them to put on slipper socks so that they do not slip on laminate flooring.

The childminder has a good understanding of children's individual needs and she ensures they are provided with the resources they enjoy playing with. She takes lots of photographs of individual children to demonstrate their progress and to share with parents. She plans topics and themes linking the different areas of learning. She is keen to develop her observation and assessment systems in order to identify learning priorities for each child.

## 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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