

Inspection report for early years provision

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Inspection date	03/05/2011
Inspector	Jayne Pascoe
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 was registered in 2000. She lives with her husband and two children aged 13 and 11 years, in the village of Dobwalls, just outside Liskeard, Cornwall. The premises are generally accessible, although toilet facilities are on the first floor. A secure rear garden area is available for outdoor play. The childminder is registered to care for a maximum of six children under eight years when working alone; of these no more than three may be in the Early Years age group and of these, no more than one may be under one at any one time. The maximum number of children is increased to 12 children when the childminder is working with an approved assistant.

There are currently three children attending who are all within the Early Years Foundation Stage. The childminder also offers care to before and after school care to older children. The provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There is no provision for overnight care. The family have five pet cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the principles which underpin the Early Years Foundation Stage. She has established positive partnerships with parents, which ensures that children's individual needs are identified and met very successfully. Formal systems for the ongoing assessment of children's learning and development are in place, but require further development. The childminder actively welcomes advice from early years agencies to keep her knowledge and practice up-to-date. However, systems are not yet in place to monitor and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop effective systems for monitoring and evaluating the childminding practice, in order to monitor and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder knows the children she care for very well and has established strong relationships with both the children and their parents. She is committed to ensuring that the children's individual needs and preferences are respected and met. Good systems are in place to share information very regularly. This is

achieved through written contracts and consents, daily diaries and informal discussion. The childminder has introduced individual 'Learning Journeys', which contain examples of children's work and written observations. Photographs are also available as a record of children's achievements. These are shared with parents, but are not yet used to identify and agree appropriate 'next steps' for children's learning and development. Some children also attend the local nursery and the childminder liaises very effectively with this early years setting, in order to maintain continuity of care and cohesive learning experiences for those children attending both provisions. The childminder demonstrates a good level of commitment to her professional development and attends relevant early years training courses. However, she has not developed a system to monitor and evaluate her practice, in order to drive future improvement.

The childminder has implemented effective systems to safeguard the children in her care. Written risk assessments are used successfully to identify and manage any potential hazards. Children's safety and security is promoted well. Children regularly practise emergency evacuation procedures with the childminder in order to develop their confidence and familiarity with the procedure. The childminder engages children in discussion to develop their awareness of managing everyday risks. Children are supervised appropriately at all times. The childminder demonstrates confidence in her knowledge and understanding of the Local Safeguarding Children Board procedures and demonstrates the ability to identify, record and report any concerns appropriately.

Children are provided with a safe, comfortable and enabling indoor and outdoor environment. The childminder actively promotes their ability to take increasing levels of responsibility, to take care of their toys and to show respect for others. Children are able to freely access their favourite toys and are keen to engage the childminder in their chosen activity. They are developing a positive awareness of people's differences through use of a good range of resources which prompt purposeful discussion. All children, including younger children who have not yet developed their language skills, are able to express themselves and communicate freely with others. The childminder is attentive and respectful of their individual needs.

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

Children have formed strong and trusting relationships with the childminder and her family. They often socialise with the childminder outside of work hours to enjoy barbeques and outings. As a result, the children are very happy, settled, confident and demonstrate high levels of independence. Effective routines ensure that all children's welfare needs are met and the flexible approach of the childminder allows for children to initiate ideas for play, which are enthusiastically acted upon. The childminder interacts very well with the children and she provides high levels of support and encouragement. Her positive interaction enhances their enjoyment and increases opportunities for learning, as she makes suggestions for choosing another toy and introduces new vocabulary to the younger children. Good use of positive role modelling and a clear understanding of her expectations,

achieved through ongoing discussion, results in harmonious play. Children of all ages are very well behaved, kind to others and are rapidly developing good social skills.

Older children chat happily with others and younger children communicate very effectively through facial expression, body language and emerging vocabulary. They select favourite books for personal enjoyment and to share with others. They greatly enjoy the childminder reading a favourite story book to them. Children draw and colour competently and older children are able to write their own name. Children build and construct purposefully in order to make specific items to enhance their role play. They successfully cooperate and negotiate to maintain harmonious play. Children are beginning to count with the pretend money in the role play shop and older children are attempting to develop their ability to complete simple addition and subtraction.

Children explore the local community as they visit the local park, shops, school and places of interest with the childminder. They are skilful in their use of programmable and interactive toys and computer equipment. Children are developing a positive respect and awareness of their own cultures, beliefs and abilities and those of others through discussion and use of a good range of books and puzzles that reflect the diversity within their community. An awareness of sustainability is promoted as waste packaging is re-used to make junk models. The children are growing their own fruit and vegetables in the garden, thereby increasing their understanding of the natural world. Children follow established hygiene practises, enjoy fresh air and physical exercise outdoors each day and eat nutritious food, in order to maintain their good health. Children are creative and imaginative in their role play. They pretend to travel on the bus with all their friends and family to get to do their shopping. Children enjoy this activity enormously and the childminder also participates enthusiastically. Children benefit from regular opportunities to express themselves creatively through craft activities such as painting, collage, playdough, sensory play, role play, music and dance. Overall, there is evidence that children are making good levels of progress with an enthusiastic, caring 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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