

Inspection report for early years provision

Unique reference number	EY419824
Inspection date	09/05/2011
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 2010. She lives with her partner and pre-school aged child in Penryn, Cornwall. The premises are generally accessible and children use all areas of the childminder's home. A secure and enclosed area of the rear garden is available for children's use. The family has a pet cat. The childminder is registered to care for a maximum of four children at any one time.

There are currently two children attending who are within the Early Years Foundation Stage. Some children attend the early years unit of the local primary school during term time. The childminder also offers care to children aged over five years. The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound knowledge and understanding of the requirements of the Early Years Foundation Stage. She meets children's individual welfare needs well and has recently introduced suitable systems for assessing children's progress. However, these are not fully developed. The childminder liaises closely with parents and welcomes support and advice from other early years practitioners. However, information is not yet shared with the other early years settings that children also attend. The childminder recognises the benefits of self-evaluation, but has not yet developed systems to monitor and evaluate her practice, in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- establish effective links with other early years providers, in order to maintain continuity of care and cohesive learning experiences for children
- develop further the recently introduced systems for ongoing observational assessment, in order to inform planning for each child's continuing progress
- develop suitable systems with which to monitor and evaluate the childminding practice, in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder has implemented effective systems to safeguard the children in her care. She has developed suitable written risk assessments which are used to

maintain children's safety and security. Children are supervised appropriately at all times and are protected from unvetted persons. Visitors to the premises are monitored closely. The childminder demonstrates confidence in her knowledge and understanding of the Local Safeguarding Children Board procedures and an ability to identify, record and report any concerns appropriately. She organises her home effectively to provide a safe, comfortable and enabling environment. Children are able to move freely to access their favourite toys from a suitable selection, which includes a range of resources which promote a positive awareness and respect of people's differences.

The childminder has established positive relationships with children and their parents. Suitable systems are in place to share information regularly, which ensures that children's individual needs are identified, respected and met. The childminder has recently introduced individual assessment folders, which contain examples of children's work and written observations. However, these are not currently used for all children in the early years age group, in order to maintain a progressive cycle of learning. Some children also attend the local school and attend for a short period of time at the end of the school day, but the childminder has not yet established systems for liaising with the school to ensure that continuity of care and learning is maintained. Parents express satisfaction at the level of flexibility shown by the childminder in meeting their specific needs. The childminder is keen to drive continuous improvement in her practice, but has not yet developed systems to identify and monitor progress.

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

Children are settled, happy, confident and demonstrating high levels of independence. Effective routines ensure that all children's welfare needs are met well. For example, children are hungry upon arriving after school and the childminder provides them with a healthy, substantial and nutritious snack, whilst engaging them in discussion about their day. Children are confident to ask for more food and their requests are acted upon promptly by the childminder. Children enjoy the interest shown in them by the childminder and are keen to recall memorable activities they have experienced whilst in her care. The childminder interacts appropriately to encourage and support children well. Children are developing their awareness of the importance of maintaining their health and safety. For example, through ongoing discussion about the importance of hand washing and of carefully negotiating the outdoor steps to the garden.

The childminder is a positive role model and as a result, children are polite, kind and helpful. Children co-operate and negotiate successfully to maintain harmonious play and participate in activities which effectively promote their problem-solving skills, such as chess and draughts. Children explore the local community as they enjoy outings to local places of interest on the train. They are competent in their use of programmable and interactive toys. Children are developing a positive respect and awareness of their own cultures, beliefs and abilities and those of others through use of a suitable range of books and toys. They are able to plant, nurture and grow fruit and vegetables in the recently improved garden area. Children express themselves creatively and imaginatively through activities such as

painting, collage, play dough, drawing and role play. Children's art work is displayed for all to value and admire.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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