

Inspection report for early years provision

Unique reference number	EY414660
Inspection date	22/06/2011
Inspector	Lynne Bowden
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 has been registered since 2010. She lives with her husband and their two pre-school aged children in Newquay, Cornwall. There is a fully enclosed garden available for outside play. The family have pet fish.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight; of these no more than one of may be in the Early Years age range at any one time. She is also registered to provide overnight care for a maximum of two children aged under eight. She also provides before and after school care for older children. The childminder walks and drives to local schools and pre-schools to take and collect children. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop confidence and a sense of security at this setting, where they have close relationships with the childminder. The childminder provides a range of activities which interest children and promotes their learning and development, but assessment records lack some detail.

Parents are well informed about the provision and their child's achievements. The childminder is aware of the importance and value of working in partnership with other child care settings and agencies to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- link observations to development levels to clearly identify children 's progress and monitor the balance of provision across all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of child protection issues and has a comprehensive safeguarding children policy in place. She has undertaken appropriate training in this area and she understands the procedures to follow should she have any concerns regarded the welfare of a child within her care. She has carried out thorough risk assessments and made her home safe and secure. She closely supervises and monitors young children in her care to keep them safe from harm. For example, she is making and recording her frequent checks on sleeping babies and this is in addition to listening to them on her baby

monitor. Records show that effective procedures are followed to treat injuries and administer medicines. Fire drills are regularly practised so that the children know what to do in an emergency situation and details of these drills are recorded. Written policies and procedures are shared with parents so that they understand how the childminder manages and conducts her service.

The childminder makes full use of local facilities to give children experiences that are both fun and interesting. They have enjoyed visits to the local park and the beach, thereby exploring aspects of the wider world. She provides a very good range of accessible toys and resources, including some showing positive images of people from different faiths and cultures. The childminder uses her knowledge of child development and the individual interests and abilities of minded children to promote their development and engage their interest. Parents are informed about their children's activities and achievements both in their children's weekly records and regular summaries along with informal discussions at pick up times. Although observation records show children's activities and milestones, these are not clearly linked to the development levels to show children's progress towards the learning goals. The absence of this information also means that the childminder unable to monitor the balance of progress over all the areas of learning.

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

Children appear confident and comfortable in the childminder's presence, where they have good relationships both with her and members of her family. They develop a strong sense of belonging as they see some of their work displayed on a personalised display board, along with pictures of themselves enjoying activities. The childminder's close links with parents enables her to provide consistent care to children. She follows their usual routines, so children feel safe and secure and quickly settle to sleep soundly in the comfort of a familiar travel cot. She is highly responsive to the needs of individual families and is currently compiling a 'memory box' to be sent to a mother who is working overseas, so that she may share some of her child's experiences and activities while she is away.

The children enjoy eating their nutritious snack, sitting comfortably and safely strapped into a high chair. They gurgle and smile happily in response to the childminder showing that enjoy her company and see meal times as a happy and sociable event. Children learn about where food comes from as the childminder involves them in growing their own fruit and vegetables in her garden and when possible incorporates this produce into her menus.

Children develop their physical skills as they crawl around the setting to explore the variety of toys and resources. The childminder encourages them to stand by providing suitable equipment and encouraging children to use furniture to support themselves as they try to move around to reach things. They become aware of difference and diversity as they look at books showing faces of babies from different ethnic back grounds and the childminder encourages them to identify differences and similarities in expression. Children also learn about different

cultures through sharing and experiencing different foods and traditions, and learning about each other's cultures and backgrounds.

The children develop manual dexterity and awareness of cause and effect as they happily explore and manipulate interactive toys. They begin to explore and experiment with paint as they create cards and pictures. They learn to communicate with increasing confidence. This is because the childminder is attentive and responsive to their verbal expressions and physical gestures. She encourages and praises their attempts to speak and communicate in other ways, for example waving and saying 'bye bye'. Children enthusiastically enjoy experimenting with rattles and a selection of percussion instruments to make noise. They begin to learn to share and take turns as they develop a game of passing toys between each other. They are praised and encouraged by both the childminder and the older children, thereby building their self confidence and enjoyment of learning.

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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