

## Inspection report for early years provision

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<b>Unique reference number</b>	102414
<b>Inspection date</b>	28/06/2011
<b>Inspector</b>	Sara Frost
<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.

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 1988. She lives with her husband and adult son within walking distance of Saltash Town, Cornwall. The area of the property used for childminding is a specially built extension with adjoining toilet facilities. Children do not have access to any other part of the house. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time and is currently minding six children in the early years age range at various times. The childminder walks to local schools to collect children. The childminder regularly attends the local Sure Start project, childminder and toddler groups. The family has a pet guinea pig, which children have supervised access to. The childminder 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 are happy and confident in the well-organised, safe and secure environment which the childminder provides. The childminder provides a good range of activities that engage and promote each child's development. Parents are informed about her policies and their children's activities, although children's learning journals are not shared fully. The childminder's commitment to her practice, identifying her strengths and areas for development, demonstrates she strives to improve her childminding provision.

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

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

- develop systems to talk with parents about their child's progress and development, with particular regard to sharing the identified next steps in their learning.

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

Children are safeguarded against unvetted persons since the childminder is confident in her knowledge of child protection. Recent training ensures her understanding of procedures is up to date. The childminder has a full range of policies and procedures which are shared and signed by the parents. Records such as children's details and consent to administer medicines are fully in place and risk assessments are conducted both within the home environment and for trips out.

Fire evacuations are conducted with the children and parents to ensure all are familiar with processes to follow in the event of an emergency.

Children play in a well-organised and dedicated play room. The resources and playthings are stored for easy access by all children to encourage free choice in their play. Excellent use is made of outdoor play. There is a good range of accessible resources and appropriate shade is provided by a large gazebo.

The childminder demonstrates a commitment to her professional development and practices. She regularly attends a range of childcare courses and uses the knowledge she has gained in her practice. For example, she is able to reflect on her practice such as considering the ways of recording her observations. All recommendations set at the childminder's previous inspection have been addressed appropriately maintaining confidentiality, children's welfare and safety.

The childminder has developed good links with other early year's provisions to ensure a shared approach to children's care and learning. Parents are kept fully informed about any circumstances which may have an impact on her childminding services and the use of daily diaries provides a good two-way communication between the childminder and home. This provides parents with information about their child's day although the information shared is not always used effectively to support learning and development. Overall, parents report positively on the care their children receive from the childminder. Children are becoming aware of difference and diversity through their exploration of the varied range of books, toys, and posters which show positive images of diversity in society.

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

Children are very settled and clearly relish the individual attention they receive. The childminder clearly knows and responds well to children's individual needs. The resources and activities provided are built around children's interests and development. For example, children's awareness of colour is developed as the childminder names the colours of the building blocks as they stack them together or discusses colours used as children paint pictures. The childminder has a good understanding of the Early Years Foundation Stage. Her observation records relate to the six areas of learning and identify appropriate next steps in children's development.

The childminder talks with the children as they play which helps to develop their language skills. They listen attentively, responding to the childminder's speech and instructions. Children show great delight as they watch bubbles float and pop, asking the childminder to blow more. They become engrossed and develop their imaginative play as they build using various sized gravel pieces and shells, using a range of vehicles and tools. Children are provided with good opportunities to develop their co-ordination skills and revel in delight as they knock over the skittles. The childminder uses lots of verbal praise and as a result children respond well.

Children are beginning to learn about healthy lifestyles as they follow established hygiene procedures, such as regular hand washing, during the day. By arranging a visit to the dentist the childminder provides children with additional opportunities to further develop their understanding of personal hygiene. Children are encouraged to eat foods provided by parents and the childminder keeps parents informed on how much they have eaten. Drinks are made available to children during the day and children are reminded to drink more particularly when it's hot or whilst playing outside. Parents are made aware of any accidents that occur and suitable systems regarding the administration of medication are in place. Children are learning about keeping safe. The childminder uses play opportunities to develop their awareness of safety and also talks to them about issues, such as road safety, when they go out.

## 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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