

Inspection report for early years provision

Unique reference number	102254
Inspection date	28/02/2012
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 registered in 1991. She lives with her partner, her daughter and her daughter's family, in Frogpool, near Truro, Cornwall. All areas of the property are available for childminding. In addition there is a separate building designated for children's use. There is a fully enclosed garden, and woodland and fields for outside play. The family has a guinea pig and a rabbit as pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. When working alone, she is registered to care for a maximum of six children, and of these, three may be in the early years age group. The childminder also works with her daughter, who is also a registered childminder. At these times, she is registered to care for a maximum of eight children at any one time, and of these, four may be in the early years age group. There are currently six children attending who are within the Early Years Foundation Stage. The childminder supports children with special educational needs and/or disabilities and English as an additional language. Children live locally and four attend another early years setting. The childminder also offers care to children aged over five years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows children very well and is successful in meeting their individual needs. She works very effectively with her co-minder to provide enjoyable activities based upon children's unique interests, preferences and abilities. Toys, resources and equipment are of a high quality and are freely accessible to children. Effective systems for assessment help maintain a progressive cycle of learning. The childminder has established positive partnerships with parents and other providers and in general, she shares information very well. The childminder is successful in her ability to monitor and evaluate her practice 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 two-way flow of information with parents and other early years providers regarding children's ongoing progress, to promote a shared approach to children's care, learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has developed robust systems to safeguard the children in her care. She completes a written risk assessment and daily visual check to maintain children's safety and security at all times. She supervises children closely at all times and protects them from un-vetted persons. The childminder monitors visitors to the premises and keeps a record of their visit. She demonstrates confidence in her knowledge and understanding of the local child protection procedures and an ability to identify, record and report any concerns appropriately if required. The childminder promotes health and safety very well through daily routines. She continually updates her knowledge and skills through attending regular, relevant training events. As a member of a quality assurance scheme, she receives regular monitoring visits from the local authority. These, along with her own systems for self-evaluation, help her to identify strengths and areas for future development. She has successfully addressed the recommendations from the last inspection, which have improved the use of observation to inform assessment records and ensures that accident forms contain sufficient information.

The childminder works from the home of her daughter, which adjoins her own home. The premises are accessible, welcoming and well organised. Children have free access to a wide selection of attractive toys, resources and equipment. Good use of safety gates restrict access to areas that require adult supervision and create safe areas for younger children to play on the floor. Children are developing their independence as they move confidently within the comfortable and enabling home environment. They have their own coat peg and a place for their bag and shoes, which successfully promotes their sense of belonging. Children can access a large secure outdoor play area directly from the playroom. Additional grounds and woodland are also available for exploration and investigation under adult supervision.

The childminder recognises and values children's unique qualities and provides an inclusive environment. She provides good opportunities for children to explore and celebrate their own cultures and beliefs and those of others. An interesting range of books, small world people and dressing-up clothes enable children to develop a positive understanding and awareness of people's differences. The childminder encourages use of Makaton signing, to enable young children who have not yet developed their speech and language skills to join in and express their needs. Positive partnerships with parents, early years agencies and other providers are in place. The childminder shares information about children's welfare regularly with others through a range of appropriate methods. For example, there is a good range of policies and procedures. Daily diaries, discussion, contracts and consent forms ensure that good practice is agreed. However, systems are not in place to show how parents and other carers can contribute to, influence and support children's future learning.

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. As a result, they are very happy, settled, confident, and demonstrate high levels of independence. The childminder meets children's welfare needs well and provides tailored opportunities for children to make good levels of progress in their learning and development. She supervises children appropriately and provides high levels of support and encouragement. Children enjoy the active involvement of the childminder in their self-chosen play activity. Her positive interaction enhances their enjoyment and increases opportunities for learning, as she makes suggestions for extending the range of resources and subtly introduces new vocabulary. Children benefit from good opportunities to enjoy and achieve. They show high levels of concentration when creating and painting models, based upon their own interests and preferences. The childminder and her co-childminder offer high levels of support and encouragement and interact skilfully to provide good levels of additional challenge for children. As a result, although the children have access to the same range of tools and materials they produce wonderful individual creations, which range from storage boxes to 'dinosaur landscapes'.

Children benefit from good opportunities to develop their physical skills as they jump and balance, throw and catch a soft ball and ride a scooter. They successfully cooperate and negotiate to maintain harmonious play. Children follow the good examples set by the childminder and are kind, polite and helpful. They are skilful in their ability to use small tools to build and construct. Children benefit from fresh air and physical exercise each day as they walk to the local school and explore the garden, local countryside, woodlands and beaches. Children follow good health and hygiene routines. They keep themselves clean, eat healthy and nutritious foods and grow their own fruit and vegetables. Children feel safe and secure in the care of childminder as she meets their individual needs promptly and successfully. Regular participation in fire drills helps to develop their confidence and familiarity. They enjoy role-play with their friends during which they enthusiastically dress-up as fire fighters. As a result of these good practices, children are developing an ability to understand how to keep themselves and others safe and how to manage risk.

Children are developing a good ability to problem-solve when sorting and matching favourite toys. They confidently count a small number of model dinosaurs and are beginning to recognise associated numerals when playing hopscotch on the soft numbered play mats. Children communicate very effectively with others through rapidly emerging vocabulary, mark making, eye contact, facial expression and body language. They engage in ongoing meaningful discussion. Children enjoy free use of a good range of books for personal enjoyment and for reference. They are very confident and capable in expressing their needs, feelings and ideas. The childminder interacts very well to promote children's increasing levels of independence, confidence and sense of belonging. Children are encouraged to take responsibility for caring for themselves and others. They help to tidy away, influence ideas for play and let the childminder know when they are tired, hungry or thirsty. Children are making a positive contribution, as they participate in local events and are increasing their awareness of sustainability. They have developed a positive respect of their own cultures and beliefs and those of others through use

of resources, books and a balanced range of planned activities that explore people's differences. They enjoy good opportunities to explore the local environment and increase their awareness of the wider world. Children use interactive and programmable equipment with confidence.

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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