

Inspection report for early years provision

Unique reference number	EY435422
Inspection date	01/03/2012
Inspector	Sarah Wignall
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2011. She lives with her husband and three children in the town of Delabole in Cornwall. Children use most areas of the childminder's home. A garden is used for outdoor play activities. The setting is open each weekday from 8am until 6pm all year round. A maximum of five children aged from birth to eight years may attend the setting at any one time, of these, not more than three may be in the early years age group.

There are currently four children attending who are within the Early Years Foundation Stage. Most children live locally and some also attend other early years settings. The childminder also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good awareness of children's individual needs. She provides a generally enabling environment and a varied range of activities to support children's learning and development. Most aspects of health and safety are suitably met. She works well in partnership with parents and others and regular information is exchanged. She is committed to developing her practice and has identified areas for ongoing development. She demonstrates a good capacity to improve.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment for all children (Safeguarding and promoting children's welfare) 15/03/2012

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

- develop the organisation of the learning environment to enable children to select and use activities and resources independently. Give daily opportunities to select and enjoy a wide range of books.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding. She has policies and procedures in place to support her practice and these are shared with parents. She is aware of action to take if concerns about children arise. She provides a safe and secure home environment making use of risk assessments and daily checks. Most documentation needed to safeguard children is in place. However, she has not obtained written permission to seek emergency medical treatment for all children. This is a breach of a specific legal requirement. She provides good levels of supervision as children play. Children demonstrate a good awareness of safety in the home and respond well when reminded to play sensibly with toys. They participate in routine fire drills, helping to increase their awareness of fire safety.

The childminder provides children with a suitable environment where most play takes place in the lounge. They are provided with a general range of age-appropriate toys and resources, most of which are selected by the childminder. Opportunities to self-select are limited and books are not always freely available. Daily sessions are organized flexibly with children's needs in mind. Regular attendance at local play sessions provides children with opportunities to meet and play with others. Good use is made of the outdoor environment for walks and visits to local places of interest. The childminder promotes equality and diversity well. She links closely with parents to make sure she is aware of individual needs. All children are well included in activities. For example, they sit together to make collage pictures, with the childminder offering appropriate support to younger children. Children learn about difference and diversity through discussion and play.

The childminder works well in partnership with parents. They are kept well informed of children's daily routines through discussions and documentation. Children's learning records are shared with parents and discussions around development take place. Parents provide positive feedback at inspection. The childminder has established good partnerships with other settings. She regularly communicates with the local school and pre-school, helping to promote children's achievements and well-being. The childminder has made good progress since her registration. She reflects on her practice, evaluating the activities she provides in order to provide better support for children. She is committed to developing her setting, for instance, through attending more training.

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

Children are happy and settled in the childminder's care. They have formed strong relationships with the childminder and enjoy playing with their friends. For example, they eagerly await the arrival of other children, rushing to the door excitedly as they arrive. Children are developing their concentration as they sit to complete pictures or play games with the childminder. For example, they enjoy making colourful pictures as they select and stick different items to make a collage.

The childminder gently supports and encourages their play, for example as she suggests they use more glue or put feathers on their picture.

Children begin to learn about number, shape and size as they take turns to stack wooden blocks on a barrel. They count the number of blocks they have and assess how many more the barrel will hold. They talk about the shapes they have made. They learn about colour as they look for 'blue' blocks or talk about coloured features. They demonstrate a strong sense of belonging as they play and interact with others. For example, they confidently ask for other toys in the storage cupboard and assert themselves when playing with their peers. They are learning to share and take turns and the childminder gently reminds them when they must wait. Children develop their language and listening skills as they sing rhymes and songs. They enthusiastically join in with familiar songs using actions in the game. For example, they join hands and rock as they sing 'row, row the boat'. Children develop good physical skills as they handle small items or put on their boots.

Children's health and well-being are supported by well-established routines. This contributes to their feeling of safety and security in the setting. They learn about healthy lifestyles as they follow established hygiene routines. For example, hands are washed before snack. They enjoy a varied range of healthy snacks and hot cooked meals and drinks are available when they are thirsty. Children take an active part in their food preparation using knives to spread crackers, or making toppings for their pizza. Good use is made of the garden and regular walks to school provide fresh air and exercise.

The childminder has a good awareness of children's individual needs. She uses regular observations to document their progress and plan next steps in their learning. She has a flexible approach to planning, taking account of children's needs and interests on a daily basis. Children are secure in the setting and display a strong sense of belonging. They play and work alongside their peers and are learning to co-operate with others. They have a positive relationship with the childminder and respond well to her calm and caring approach. They are developing the skills they need for the future, becoming active and confident learners.

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----