

Inspection report for early years provision

Unique reference number	102556
Inspection date	19/05/2009
Inspector	Nicola Jayne Pascoe
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 1993. She lives with her husband and two adult children, in High Street village, near St. Austell, Cornwall. All areas of the property are accessible and are used for childminding. There is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time. There are currently five children attending who are within the Early Years Foundation Stage (EYFS). 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 and voluntary parts of the Childcare Register.

The childminder drives to local schools and pre-schools to take and collect children. She visits the local library, park and the Family Centre. She is a member of the National Childminding Association (NCMA) and the Cornwall Childminding Association (CCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides an inclusive environment in which every child matters. There are effective systems in place to ensure that the requirements of the EYFS are met. The positive relationships established with parents is a key strength which contributes to maintaining high standards of care and learning. The childminder has begun to make use of systems for self-evaluation and intends to develop this further, in order to maintain continuous improvement in her childminding practice.

What steps need to be taken to improve provision further?

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

- use the assessment systems to identify children's individual 'next steps' and link to future activities, in order to monitor children's progress in their learning and development
- continue to develop the systems for self-evaluation in order to maintain continuous improvement in the childminding practice.

The leadership and management of the early years provision

Children are cared for by a dedicated childminder who ensures that they are appropriately supervised and supported at all times. She provides a safe, secure and enabling home environment, which is well organised to provide comfortable areas to rest and play. As a result, children benefit from free access to toys and resources and daily use of the outdoor learning environment. The childminder demonstrates a high level of commitment to attending relevant training to enhance

her practice further and keep up-to-date with changes. She has implemented effective written risk assessments which ensure that children are safeguarded indoors, outdoors and on outings. Children are also developing confidence in their ability to follow emergency evacuation procedures, as they practice these on a regular basis.

The childminder has developed and implemented very thorough systems to obtain and share information with parents. As a result, she knows children very well and is able to plan to meet their individual needs effectively. The childminder has implemented good systems with which to record evidence of children's achievements. However, these systems require further development in order to provide a fully effective tool with which to monitor and plan for children's 'next steps'. The childminder has embraced the principles of the EYFS to ensure that the needs of the unique child are respected, valued and met. Written feedback from parents shows that children have flourished in the childminders care and that parents are extremely satisfied with the standards of learning and development opportunities provided.

The quality and standards of the early years provision

Children benefit from a broad and balanced range of enjoyable activities and follow a familiar daily routine which meets their individual needs well. They are confident to instigate ideas for play and they are encouraged to suggest ideas for future activities. Children benefit from the ability to freely access their favourite toys and resources, which they are keen to share enthusiastically with the childminder. They are rewarded with high levels of support and encouragement, as the childminder interacts very well to promote their learning and development. For example, the childminder listens attentively and responds positively to children, she encourages lots of discussion and asks lots of questions in order to extend children's thinking.

Children are very happy, settled and confident as the daily routine successfully accommodates their individual needs and they have established strong and trusting relationships with the childminder. As result of these positive relationships, children are developing the ability to share, negotiate and cooperate. The childminder provides good opportunities for children to develop social skills as they visit the local Family Centre to attend group activity sessions. Children enjoy creative activities such as role-play, cutting-out and sticking using a good range of coloured craft materials, such as sparkling stars and material shapes. They paint freely and expressively and use play-dough to mould and shape. They are able to freely access a suitable range of resources and visual aids which promote a positive image of people's differences. Children make regular use of small world resources to re-enact familiar daily activities. As a result of the good range of activities provided, they are busy and occupied in purposeful and worthwhile activities at all times.

Children benefit from daily use of the outdoor learning environment to develop all of their senses. They enjoy playing in the garden, fields, woodland and on the farm where they seek out and investigate animal habitats, observe wild rabbits, explore growth and change and develop their physical skills. Children are increasing their

awareness of the importance of maintaining their good health through following appropriate hygiene practices and they eat healthy and nutritious snacks and meals in sufficient quantities for their growing needs. Children regularly cook fruit crumbles and pizzas which promotes their understanding of weights and measure and of changing textures and consistencies.

The childminder understands the importance of establishing effective links with parents and other providers of the EYFS to maintain continuity of care and cohesive learning experiences. She has implemented effective systems with which to obtain a very good understanding of children's individual interests, preferences and abilities. As a result, she knows children very well and is able to provide activities which are of particular interest to them and which are suitable for their differing abilities. Children are able to re-visit favourite activities as and when they wish and through the positive interaction of the childminder they are provided with appropriate levels of challenge. Children's individual achievements are recorded in attractive learning journals which include photos, observation records and examples of children's work. These achievements are regularly shared and celebrated with others.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
--	-----