

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY233727               |
| <b>Inspection date</b>         | 15/10/2008             |
| <b>Inspector</b>               | Lynne Stephanie Bowden |
| <b>Type of setting</b>         | 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2003. She lives with her partner and two children, one attends primary school and the other attends college. They live in a detached house on the outskirts of Falmouth, Cornwall. Minded children have access to the ground floor rooms which include a play room, lounge, snug, kitchen and cloakroom facilities. There is a specific area of garden to the rear of the property for children's play; this is accessed by a flight of steps.

A maximum of five minded children aged from birth to eight years may attend the setting at any one time. There are currently eight children attending who are within the Early Years Foundation Stage (EYFS). They live locally; three also attend a local pre-school during term time. The childminder also offers care to children aged over five years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder takes children to the local toy library and parks and Sure Start groups. The family have a pet dog and a rabbit. The childminder is a member of the Cornwall Childminding Association and National Childminding Association.

## Overall effectiveness of the early years provision

Children are very confident, secure and relaxed in the setting, where they are cared for by a dedicated and committed childminder, in a caring and well organised environment. The childminder encourages children's thinking and problem solving, and plans and provides activities which interest and delight them. Key strengths of the childminder are her partnership with parents, sharing information and seeking each others views; along with her ability to actively promote children's self esteem and developing independence.

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

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

- encourage children to tidy resources away after activities

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

- must comply with the conditions of registration at all times

16/10/2008

## The leadership and management of the early years provision

The childminder is generally well organised and has a full set of policies and procedures. The registration conditions on the displayed certificate explain the maximum number of children that may be cared for within a specified age range.

The attendance of an additional child results in a breach of the condition. However, children are very well cared for and are not at risk. A request to vary this condition by the childminder is agreed. Parents receive very good quality information about how the childminder promotes children's development, safety and welfare through written policies, procedures and daily feedback, supported with home diaries and learning journey records. These include photographs which record children's enjoyment, along with written accounts of their activities and interests.

The childminder has produced a system to record her observations of children and to plan activities to promote their next steps. She pays careful attention to children's individual needs by observing what they enjoy doing most and by liaising with their parents about their achievements and there is a system in place to share information with other providers.

She uses her knowledge of children's current interests, to plan enjoyable, relaxed, learning opportunities. For example following a discussion with a child about holidays and the passage of time, she plans to develop this with more information from parents and use of calendars to illustrate passing time. When another child starts to adapt resources to play shops, the childminder imaginatively helps develop this theme by providing more resources and introducing counting money and displaying goods for sale.

The childminder very skilfully asks open questions to encourage children's thinking and problem solving and uses daily routines effectively to consolidate and gently extend their knowledge and learning. Because resources are well organised, stored and labelled, children confidently select and access them independently but do not always put resources away before moving on to their next activity.

She has a realistic view of her own strengths and weaknesses and seeks and collates the views of all parents and children. The childminder has established and implements very effective systems to safeguard children. Comprehensive risk assessments identify hazards in the home and on outings.

## **The quality and standards of the early years provision**

Children are very confident, happy and settled in the childminder's care. Their independence and self confidence and self esteem is very well promoted by the childminder actively celebrating diversity and individuality. They develop self care skills, such as dressing and helping to set the table for lunch, supported and praised sensitively by the childminder.

Children enjoy finding photographs of themselves in the displays around the house, pointing out their friends and discuss how they change as they grow older. Children are kept safe by the childminder's vigilance and awareness of hazards and so can confidently explore and move freely around the environment. They are familiar with the emergency evacuation drill, because the childminder organises regular practices. Mealtimes are sociable occasions where children happily sit around the table with the childminder and discuss their favourite foods. The childminder encourages children to try new foods by giving them the opportunity to explore and sample new

foods.

The childminder ensures that each child's individual needs are recognised and met well, so that they all feel confident and valued. Children enthusiastically enjoy their play in the enclosed garden. There they develop their physical skills as they bounce on the trampoline and outings to local parks enable them to develop their climbing skills. Children thoroughly enjoy exploring and experimenting with finger paints. With skilful prompts from the childminder, they discuss its texture and colour mixes, select a variety of tools and resources and plan how to create an imaginative range of prints. They learn to share and negotiate as they divide resources between them.

Children learn to appreciate and value diversity through observing the positive images and using multi lingual resources.

Children learn good hygiene routines as the childminder ensures that they all wash their hands appropriately. They are protected from risk of cross infection by their use of individual towels and by the childminder providing individual flannels for each child.

The childminder shares information very effectively with parents, enabling her to provide consistent care and meet individual children's needs. She has developed close links with the local pre-school and established a system to liaise with other EYFS providers.

## 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

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| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 1 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

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| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 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?                            | 1 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

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|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 1 |
| How well are children helped to be healthy?                                                           | 1 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 1 |
| 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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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| 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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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.