

Inspection report for early years provision

Unique reference number	EY242562
Inspection date	17/02/2009
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 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 2002. She lives with her husband and three children aged 15 years, five years and 10 months, in the village of Crofthandy, close to St. Day, near Truro, Cornwall. The property is fully accessible and offers spacious areas for children to rest and play.

When working alone, the childminder is registered to care for a maximum of four children at any one time, and is currently minding six children who are in the Early Years Foundation Stage (EYFS). When working with her husband, who is also a registered childminder, she may care for a maximum of 10 children, of whom five may be in the early years age group. Children aged over five years also attend before and after school on different days throughout the week and during school holidays. The childminder 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 deliver and collect children. She takes children to the local toddler group, children's centre, organised 'sing-along' sessions and visits the local park. The childminder is a member of the Cornwall Childminding Association and National Childminding Association and is also a member of an approved childminding network. She is currently in receipt of funding for early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder demonstrates an excellent ability to provide high standards of care, learning and development opportunities for the children attending. She is successful in providing an inclusive and enabling environment, in which children's unique qualities are identified, respected and valued. The childminder has developed and implemented extremely thorough observation and assessment processes, which successfully identify appropriate 'next steps' for each child. Excellent partnerships have been established with parents, other early years agencies and providers of the EYFS. The childminder has a very good capacity to maintain continuous improvement in her practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implementing identified plans to develop the front garden area, in order to provide further stimulating areas for outdoor play and learning.

The leadership and management of the early years provision

The childminder is highly effective in promoting children's health, as she encourages children to follow daily routines which successfully promote good standards of personal hygiene. She provides children with healthy and nutritious snacks and meals, and ensures that they benefit from fresh air and physical exercise outdoors each day. Children are safeguarded very well, as the childminder is vigilant in her supervision, effective in her use of appropriate safety equipment and confident in her knowledge of the Local Safeguarding Children Board procedures. The childminder is committed to improving her knowledge through ongoing training and development and has attended numerous relevant and useful courses and workshops, including child protection and paediatric first aid. She is successful in monitoring and evaluating her childminding practice and as a result, she has identified appropriate areas for improvement, such as developing the front garden area to provide an additional outdoor learning environment for children.

Children's learning and development is promoted exceptionally well, as the childminder has developed and implemented very effective systems for the observation, assessment and planning of children's 'next steps'. She has established extremely positive working relationships with parents, who are encouraged to evaluate her service through verbal feedback and the completion of written questionnaires. Information is obtained and shared regularly with parents, through use of a comprehensive range of records, consents, policies and daily discussion, to ensure that the needs of each child is successfully identified, respected and met. The childminder has established effective links with other providers of the EYFS and as a result, children receive continuity of care and cohesive learning experiences.

The quality and standards of the early years provision

Children are fully engaged in a broad and balanced range of enjoyable, purposeful and stimulating activities, which effectively promote their learning and development in all areas. For example, children eagerly engage themselves in a play-dough activity with use of a very good range of tools. They maintain high levels of concentration and perseverance to achieve their desired outcome, which is then shared and celebrated with others. Before they move on to another activity they are reminded by the childminder that they may be hungry and thirsty. As a result, children choose to have their snack, which is enjoyed as part of a social and enjoyable occasion, where they chatter happily about their family and consider which activity they would like to do next. Children benefit from the excellent organisational skills of the childminder, who provides a familiar daily routine in which children are able to contribute, influence and take responsibility for activities. For example, children are encouraged to be fully involved in developing future planning and eagerly suggest their favourite activities, which are included in the daily and weekly written plans. As a result, children look forward to attending the setting, as they wish to enjoy their favourite toys, games, outings and activities. Children benefit from regular opportunities to make excellent use of the local community groups and children's centre activities, to enjoy social interaction,

extend their circle of friends and engage in a variety of stimulating activities. The childminder is a very positive role model and as a result, children are kind, considerate, polite and well behaved.

Children have established strong and trusting relationships with the childminder and her family. They are confident in the home environment and move freely indoors and out as they wish, initiating play ideas with others and further developing their increasing levels of independence. Children extend their language and communication skills, as purposeful and stimulating discussion takes place throughout the day between the childminder and children. They also enjoy a vast range of books for personal enjoyment and reference. There are plenty of quality scribing materials for use during both free play and planned activities. Children develop their problem-solving and numeracy skills through use of large construction, puzzles and when singing 'number' rhymes. They also manipulate play-dough to make different shapes and patterns. Children are encouraged to develop their imagination through an excellent range of creative activities. There is a vast range of mediums and materials, which have been selected by children from the local 'scrap-store' and which are freely available for children to use creatively, to express themselves in a variety of ways. Children engage enthusiastically in role play to explore home-life experiences and they have access to a good range of resources which promote a positive awareness, understanding and respect of people's differences. Children benefit from the childminder's excellent ability to assess and identify individual needs and use this information effectively, to plan appropriately stimulating and challenging activities, which successfully support their learning in all areas. Excellent written and photographic records of children's progress are shared regularly with parents, in order to identify and agree suitable areas for children's 'next steps' for their development.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1

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
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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.