

Inspection report for early years provision

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Inspection date	01/12/2009
Inspector	Linda Janet Chauveau
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her son aged nine years in the village of Roche, in Cornwall, she lives close to shops, parks and local schools. The whole of the childminder's home is used for childminding, with sleep provision provided on the first floor. She has a pet dog and cat.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding seven children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and runs two local toddler groups. Children are regularly taken out and about in the local community. She is a member of two approved childminding networks and is currently in receipt of funding for early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder's highly developed knowledge of the children she looks after enables her to very successfully promote their welfare and learning. She recognises and treats children as individuals with their own needs and preferences, providing activities designed to be stimulating and purposeful for each child. This means that children are fully included and make excellent progress in a very safe and child focused home environment. Partnerships with parents are very strong and highly detailed systems to share children's information ensure that parents are fully involved and children's individual needs are well met. The childminder successfully reflects on her practice and identifies areas for improvement. She demonstrates a very good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the access to the outside play areas to enable children to enjoy free flow play and fresh air in all weathers

The effectiveness of leadership and management of the early years provision

The childminder is highly organised, which ensures her practice is effective and up to date. Safeguarding children is given a high priority and children are kept safe from harm as the childminder has a good awareness of the signs and symptoms of

child abuse. Her detailed child protection procedures enable her to react promptly if she has cause for concern. The childminder works alone and has undergone appropriate vetting procedures to assess her suitability. The childminder uses her time and resources very effectively to provide children with an extensive range of stimulating learning experiences both in her very secure home and out in the local community. Children feel very secure in the childminder's care and she has taken thorough steps to ensure that all potential hazards to children are regularly assessed and minimised, both in her home and when taking trips out and about. The childminder is qualified in first aid and good systems are in place to help her respond in an emergency or if she needs to administer medication, meaning that children are well protected if they have an accident or are ill.

The childminder has excellent relationships with parents; she fully involves them in their children's learning, sharing information during collection and pick up times, through informative newsletters and by providing access to children's delightful 'Learning Journey' scrapbooks. An informative prospectus and a detailed set of operational policies and procedures, explaining how the childminder will look after children is available to parents, showing that children's welfare is given the highest priority. The childminder works very effectively with other professionals to support children. She is a member of two childminding networks, one recently set up to support children with special educational needs and/or disabilities. She has formed very good links with other professionals and is proactive in contacting them if she has concerns about children in her care.

The childminder is highly committed to ongoing professional development. She regularly attends training events and courses to ensure her practice and skills are up to date. She has an excellent understanding of the Early Years Foundation Stage (EYFS) framework which has enabled her to implement the welfare and learning and development requirements with ease. The childminder reflects and appraises her practice to maintain continuous improvement. There are effective systems in place to identify strengths and weaknesses. She uses the advice given following support visits from her childminding network coordinator to implement improvements to her childminding service. She involves parents and children in evaluating her practice by seeking their views through discussion and the completion of questionnaires.

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

Children are very confident, they really enjoy their time with the childminder, happily playing and getting on well with each other. They are extremely comfortable with the childminder and have strong relationships with her and each other. They communicate with confidence, secure in the knowledge that if they request a particular activity the childminder will always try to meet their request. They happily take responsibility for themselves, willingly completing simple tasks, such as finding particular toys for the childminder or tidying away after themselves. Children are polite and well behaved and the childminder encourages them to share their toys good naturedly. They respond very well to the childminder's calm manner and her consistent application of behaviour

management strategies, for example distraction and redirection. As children learn to cooperate and behave appropriately, they are developing good skills for their future well-being.

Children thoroughly enjoy sharing books with the childminder, who uses story times to reflect on a recent visit to the fire station and to talk about keeping safe. They enthusiastically sing simple nursery rhymes and operate mini-disc players to activate the music that accompanies their singing. They ask to sing favourite songs such as 'Five Currant Buns in The Baker's Shop', joining in with the childminder who uses props to introduce simple calculation during the song. Children have many opportunities to develop their creative skills and imaginations, using dressing up clothes and taking part in a wide variety of craft activities. They develop their play with careful guidance by the childminder, for example when playing with cars on a floor mat children decide that broken cars need to go to the garage so the childminder asks them if they would like the garage out. Together they fetch the toy so that they can then drive their breakdown trucks to the garage.

Children learn to keep themselves safe. The childminder plans activities to teach children about personal safety, for example, quizzes to become aware of hazards when they go to the beach and through daily routines when walking in the local environment. Children benefit from good opportunities to enjoy fresh air and exercise out of the home; they regularly visit the nearby duck pond and climbing equipment when walking to and from school. The childminder also takes children on trips in the community, such as trying out ice skating at The Eden Project's winter ice rink. At home, the childminder's outdoor facilities include a range of physical and imaginative play equipment, which children can use in fine weather. However, when playing they do not move freely between the indoor and outdoor play spaces to make full use of these well resourced areas. They have excellent opportunities to socialise and meet other children as the childminder also facilitates two toddler sessions with another childminder in the local area, where children can meet new friends and develop independent play. Children learn about personal care and good health as the childminder is conscientious in ensuring children follow good personal hygiene routines in the home, including projects on healthy eating and tooth brushing. At snack times, children eat a healthy variety of foods and lively discussion takes place with the childminder about favourite fruits.

The childminder has a very good understanding of children's development and the EYFS. She very successfully promotes children's learning and development through purposeful play activities and daily routines which relate to children's individual interests. Highly detailed systems are in place to assess children's capabilities and to set targets which ensure that children make excellent progress. She has set up good systems to share children's information with parents, including access to 'Learning Journey' scrapbooks which contain lots of photographs of children and samples of their work, showing that they participate in a full range of experiences across all areas of learning. Parents' comments are welcomed and they are invited to make their own contributions to their children's records.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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