

Inspection report for early years provision

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Inspection date	02/12/2010
Inspector	Jayne Pascoe
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.

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 2002. She lives with her husband and two children of primary and secondary school age, in Boslowick an area of the seaside town of Falmouth, in Cornwall. All areas of the childminder's property are used by minded children. There is an enclosed rear garden for outdoor play. The toilet facilities are situated on the first floor. The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group and one may be under one year. There are currently seven children in the early years age group on roll. The childminder also cares for older children. She walks to local schools and pre-schools to take and collect children and organises regular trips to the toy library, parks, gardens and the local parent/toddler group. The childminder is a member of the Cornwall Childminding Association and National Childminding Association. The provision 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 is confident and competent in her delivery of the Early Years Foundation Stage. She obtains and shares good levels of information with parents and this is also being developed with other providers sharing the care of the children. As a result, she knows children very well and is, therefore, able to ensure that their unique needs are identified, respected and met. The childminder actively seeks support and advice from early years agencies to keep up to date. She successfully monitors and evaluates her practice, in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend and develop the systems for liaising with other early years providers.

The effectiveness of leadership and management of the early years provision

The childminder follows robust procedures to safeguard the children in her care. Children are closely supervised at all times and are protected from unvetted persons. Safety gates are used successfully to restrict access to areas which require adult supervision. Effective written risk assessments are used well to maintain children's safety and security indoors, outdoors and on outings. These are regularly reviewed and updated as required. The childminder takes children to local

places of interest and involves them in social community and activity groups. She follows good procedures to maintain children's safety at these times. The childminder is confident in her ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Children are developing their awareness of the importance of maintaining their own safety, as they regularly practise emergency evacuation procedures with the childminder.

The childminder provides a stimulating home environment, in which children are able to freely access toys and resources as they wish. Toy boxes are stored on low open shelving units and children are familiar with their content. The childminder ensures that children benefit from regular opportunities to enjoy fresh air and physical exercise in the safe and suitable garden area, local parks and nearby beaches. The outdoors is also used very effectively for learning, as children grow fruit and vegetables and explore and investigate the local environment. Appropriate protective clothing enables children to enjoy the outdoors regardless of the weather conditions. Children benefit from self-initiated play and adult-led activities which are based upon their individual preferences, interests and abilities. Good opportunities are provided for children to explore and respect people's differences, through use of a wide range of toys, books, puzzles and visual aids. The childminder has developed effective systems with which to monitor and assess children's progress. Children's individual assessment folders include a good range of evidence through photographs and written observations which are used to celebrate children's achievements. These learning assessment records are shared very regularly with parents, in order to identify and agree appropriate next steps for children's learning and development. The childminder interacts skilfully with children, in order to challenge them appropriately in their play and extend their learning further. There is evidence that children are making good levels of individual progress during their time at the setting.

The childminder has implemented effective systems for self-evaluation, which are used successfully to drive further improvement in the childminding practice. She has recently identified the benefit of introducing questionnaires for parents, in order to obtain feedback on the quality of her practice. Through these recently completed questionnaires, individual letters and verbal feedback, it is evident that parents are highly satisfied with the provision. As a result of the very effective methods of information sharing, the childminder has established positive partnerships with parents. A comprehensive range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Written daily diaries and verbal information sharing is used very successfully as an ongoing method to keep up to date with essential information. As a result of this effective liaison and of the childminders respect of people's differences, she is successful in her ability to be fully inclusive in her practice. The childminder has developed appropriate systems for liaising with other early years providers in order to maintain continuity of care and cohesive learning experiences for those children attending other settings. However, these systems are not yet fully implemented for all of the settings involved.

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

Children arrive enthusiastically and have established strong and trusting relationships with the childminder and her family. They are happy, settled and content in her care. Children enjoy free access to a good range of interesting and enjoyable toys, resources and activities. They are encouraged to make choices and their preferences are respected. Children initiate ideas for play and are keen to actively involve the childminder, who in turn provides high levels of support and encouragement. Children's achievements are celebrated and their work is attractively displayed for all to admire. Children are developing a good understanding of the importance of maintaining their own health and safety. They benefit from a range of healthy and nutritious snacks and meals. They are also beginning to understand the positive impact that healthy eating, fresh air and physical exercise have on their growth and development. Children engage in discussion with the childminder about how to play rough and tumble games safely with those children who are younger and smaller than themselves.

Children have independent access to a very good range of books stored at child height and used freely for personal enjoyment, group story time and for reference to support interests and topics. Children choose books to share which reflect their individual preferences. For example, farm machinery such as tractors and diggers. The childminder uses Makaton as a method with which to enable very young or shy children to express themselves. Children enjoy making marks with a range of appropriate tools and materials. Children weigh and measure the ingredients to make play dough. They count, sort and match objects. Children problem solve as they play together sharing items between the three of them. They use toys and resources which promote their awareness of numbers and associated numerals. Children enjoy opportunities to experiment with sensory play such as ice, gloop, water and sand. They paint onto pebbles and large stones which they have collected at the beach. The childminder has made a treasure basket for children, which contains items to explore such as sponges, different fabrics, a selection of natural materials, safe metal and mirrors and bean bags.

The childminder is effective in her positive promotion of sustainability. She encourages the children to recycle waste packaging, to compost left over food and grow their own fruit and vegetables. Children explore the local countryside, visit social activity groups and fully participate in supporting their local community. They are developing a strong and positive awareness of the wider world through free access to a good range of resources and carefully planned activities. Children communicate confidently through discussion, body language, signing and mark making. They follow the good examples set by the childminder and are polite, kind and helpful. Children are creative and imaginative in their play. They are inquisitive, curious and keen to learn. Overall there is evidence that children are making good levels of progress in their learning and 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

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

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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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