

Inspection report for early years provision

Unique reference number	EY272466
Inspection date	24/11/2011
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.

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Description of the childminding

The childminder registered in 2003. She lives with her partner and two adult children in Bodmin, Cornwall. Children use all areas of the childminder's home. Toilet and sleeping facilities are on the first floor. A secure rear garden is used for outdoor play activities. The family have a cat. The childminder is registered to care for a maximum of six children under eight years at any one time and of these, three may be in the early years age group.

There are currently three children attending who are within the Early Years Foundation Stage. 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a good knowledge and understanding of the requirements of the Early Years Foundation Stage. Partnerships with parents are a key strength of the setting and are significant in ensuring that children's individual needs are met. However, there is a breach of the requirements in the consistency of obtaining some parental agreements. The childminder offers enjoyable activities based upon children's particular interests. Effective assessment systems are used to monitor children's progress. Successful links have been established with early years agencies, in order to keep up-to-date. The childminder reflects upon her practice, but does not yet have fully effective systems in place to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and welfare)

24/12/2011

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

- use self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder follows generally appropriate procedures to safeguard the children in her care. Effective written risk assessments and the use of appropriate safety equipment help maintain a safe, secure and enabling environment for the range of children attending. Children are supervised closely at all times and are protected from unvetted persons. Visitors to the premises are monitored closely. The childminder is confident in her knowledge and understanding of the local safeguarding procedures. Although most parental agreements granting permission for the childminder to seek emergency medical treatment or advice are in place, one is missing. However, the childminder has another system which confirms this has been obtained, but which does not contain the parents' signature. She promptly provided another form for the parent to complete at the end of that day.

Children benefit from good opportunities to develop a positive awareness and respect of people's differences. They explore and celebrate their own culture and beliefs and those of others through planned activities. They also have free use of a good selection of books and resources, which positively promote equality and diversity. The childminder has successfully introduced Makaton signing as an additional form of communication. As a result, even very young children are able to express their specific needs and communicate freely with others. The childminder knows children very well and as a result, she successfully identifies and values their unique qualities. The childminder organises her home well to provide a safe, comfortable and inclusive environment. Children move freely to access their favourite toys from a wide selection, which the childminder has provided using her knowledge of each child's individual interests.

The childminder is successful in positively promoting children's welfare, learning and development. She has established very effective relationships with parents and other practitioners. Information is shared with parents very regularly and ensures that children's individual needs are identified, respected and met. Parental satisfaction at the good standards maintained by the childminder is evident through their written feedback. Children's individual 'Learning Journeys' contain examples of children's work, written observations and photographs. These are used to celebrate children's achievements and identify agreed 'next steps' for their learning and development. The childminder attends regular relevant early years training courses to extend her knowledge and skills. She has begun to identify areas for future development, but does not currently use self-evaluation, in order to continually drive improvement in her practice.

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

Children have formed very strong and trusting relationships with the childminder and other minded children. As a result, they are very happy, settled, and confident. They demonstrate high levels of independence. The childminder ensures

that all children's welfare needs are met promptly. Their sense of security is successfully promoted, as they follow familiar daily routines. As a result, they can monitor the passing of time and have a good understanding of what will happen next. Children are making good levels of progress in their learning and development. They greatly enjoy the childminder's active involvement in their self-initiated play. Her positive interaction enhances their enjoyment and increases opportunities for learning, as she makes suggestions for extending the range of resources and subtly introduces new vocabulary. Children are rapidly developing future skills, as they negotiate and cooperate successfully to maintain harmonious role play. They take great pleasure in looking at their favourite books, studying the pictures page by page. They also enjoy group story time when the childminder reads to them, as they all sit together comfortably on the sofa.

The childminder is highly attentive, communicates well with children and provides a safe and secure environment. Good opportunities are available for children to develop their awareness of and manage everyday risks. They discuss road safety when out walking and the childminder reminds them to handle tools carefully and not to run indoors. As a result, they are beginning to take responsibility for their own safety and that of others. Children are developing their awareness of fire safety, as they practise emergency evacuation procedures with the childminder. She extends this activity further by providing a good range of fire safety books and toys. She also rewards children with fire safety stickers. Children benefit from daily opportunities to enjoy fresh air and physical exercise outdoors. They enjoy walking in the woods, collecting items of interest, exploring and investigating. Healthy eating habits are actively encouraged, as children enjoy a selection of fresh fruits for snack time. Well established and effective hygiene routines are followed. Nappies are changed regularly and as required. Children wash their hands before eating and have use of clean toys, resources and equipment. As a result, children are developing a good understanding of the importance of being healthy. They enjoy taking an active role in helping to tidy away toys after use and show good levels of self-care.

The childminder provides a broad and balanced range of enjoyable activities for children. She respects their unique preferences and abilities and tailors activities to meet their specific needs. As a result, children participate fully and enjoy and achieve at their own level of ability. They competently thread laces onto a foam animal shape to create different patterns. They mark make with a range of coloured pens. Their work is valued and admired by others. Natural resources such as seashells provide interesting opportunities for children to explore textures and shapes. Children are currently collecting pine cones, with which to decorate the Christmas tree at the local church. They benefit from regular visits to local social groups and places of interest and are actively involved in the local Children Centre activities. They have also celebrated St. Pirrans Day, Chinese New Year and Diwali. As a result, children are developing a good awareness of the range of people in their local community and the wider world.

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	3

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	3
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	3
The effectiveness of partnerships	3
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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