

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY342125     |
| <b>Inspection date</b>         | 11/01/2010   |
| <b>Inspector</b>               | Julie Wright |
| <b>Type of setting</b>         | 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 2006. She lives with her husband and three children aged 10, five and two years in Callington. The whole of the bungalow is used for childminding and there is a fully enclosed garden at the rear for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register; to care for a maximum of four children at any one time, two of whom may be in the early years age range. There are currently nine children on roll, two of whom are in the early years age group.

The childminder walks to the local school to take and collect children. She attends local toddler groups and takes children to the local library. The childminder is a member of the National Childminding Association and holds a level 3 childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder provides a very welcoming and highly stimulating environment for children. They are exceptionally well cared for and thrive in all areas of their development. Close support and effective communication systems ensure that children's individual needs are consistently well met. The childminder has excellent partnerships with parents and others in the interest of children's welfare. She has thorough procedures in place in order to assess and monitor the effectiveness of her practice. The childminder aspires to continuous professional development and constant improvement to the benefit of children.

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

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

- seek further information from parents at the start of a placement in respect of children's current stage of development, to enhance initial planning for individual progress.

## **The effectiveness of leadership and management of the early years provision**

The childminder has meticulous organisation skills which are evident in her planning and childcare provision. Comprehensive policies and procedures are robustly implemented to fully promote all aspects of children's welfare. The childminder has an excellent understanding of the safeguarding procedures and undertakes relevant training. She is thorough in her assessments of risks on and

off the premises and takes effective measures to promote safety. For example, the greenhouse and garden pond are securely fenced to restrict access to children. The childminder seeks safety information prior to visiting places with children and carries first aid and emergency contact numbers with her. Children are closely supervised with additional safety measures considered for outings. For instance, in crowded places the childminder may provide contact wristbands for children. Records and documentation are maintained in excellent order, which effectively contribute to meeting children's individual needs.

The childminder provides an excellent range of resources and uses her expertise to thoroughly promote all areas of children's learning. Toys and equipment are very well maintained and clearly labelled. This helps children make independent choices and learn to sort. Children also help to make labels, which promotes early literacy skills and self-esteem as they identify their own contributions. The childminder carefully plans an extensive range of activities, taking account of children's interests and their individual progress. She provides a calm and pleasant environment so that children settle quickly and take keen interest in their surroundings. For instance, at snack time children enjoy hearing familiar songs in the background. The childminder readily adapts activities and provides additional resources to follow the children's lead. For instance, as they attempt to hide she suggests a larger alternative space and immediately brings a cover to make a den. The childminder gives careful consideration to children's ages, abilities and ideas to promote inclusion. She is very aware of their individual needs and different learning styles, for example, between boys and girls.

The childminder successfully promotes positive behaviour and attitudes in children. They are very well behaved and learn to understand about different needs. Children show responsibility as they help to tidy up and to take care of their belongings and each other. They are familiar with the daily routines which fully promote their health, safety and welfare. The childminder has excellent working relationships with parents and provides a wealth of information for them. Daily diaries and children's individual records of development are used by the childminder and parents in partnership. Parents provide very positive feedback and highly commend the care given. Initial information is sought from parents about their children to help the childminder meet individual requirements such as, general routines, preferences, health and dietary requirements. Although, the details do not refer specifically to children's current stage of development and abilities. Excellent transitional arrangements are in place so that children are well prepared and secure as they move to other settings. For instance, the childminder has a laminated booklet with photographs of a favoured cuddly toy 'going to school'. She has regular discussions with school and nursery staff and they share relevant information, which promotes complimentary care and securely meets children's individual needs.

Since the last inspection the childminder has achieved a childcare qualification and continues to attend relevant or required training. For instance, she has updated her first aid and food safety certificates and attended various courses in respect of children's development. The childminder has completed a thorough self-assessment document and successfully identifies areas to further develop and

enhance her provision. She demonstrates an excellent capacity for continuous improvement.

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

Children have excellent play opportunities and form close attachments in the care of the childminder. They are very happy and thoroughly enjoy themselves investigating, exploring and playing together. They make excellent progress and show good levels of concentration as they learn through play. The childminder is highly skilled in extending and challenging children's development during activities. Themes and resources are meticulously planned to link together to reinforce children's learning and understanding. For instance, children interact enthusiastically during a favourite story, sing associated rhymes and then make lunch with food mentioned in the book. The play area is decorated to reflect current topics and includes children's creativity, thoughts and ideas. They learn about being healthy and staying safe in everyday situations and through innovative activities. For example, Children sow and grow vegetables which they use to make home made soup. This encourages children to try and taste different produce and textures. Children are using a wall chart to learn about fresh and exotic fruits, which they can sample and then write their comments to add to the display.

The outdoor play area is particularly well resourced to promote all areas of learning as children play outside. For example, the childminder provides a very good range of physical and imaginative play resources. Children learn about capacity, quantity and consistency as they play with items in the sand and water trays. Rubber tyres are filled with a variety of natural materials for children to explore, such as, bark, pebbles, cones and shells. An accessible box of garden toys and den building materials ensure that children can take the initiative as they play. Outings provide social opportunities and exciting experiences for children. For example, they visit a donkey sanctuary, the zoo and local or historical attractions. The childminder arranges visits to the dentist and fire station which helps children to learn about their health and safety. They take part in cultural celebrations during the year, which reflect their own backgrounds and those of others. These activities effectively help children to develop respect and become aware of similarities and difference in people and places.

Children play exceptionally well together and confidently make independent choices from the resources available. They show an excellent understanding and reflect what they have seen or done as they play. For example, children fasten three dolls buggies together to make a 'triple' one like the childminder's. They select a replica medical kit and listen to the dolly's 'heartbeat' with the stethoscope. During the topic about 'people who help us' they use bandages on themselves and dolls, with face paints to create 'wounds' for them to tend to. Children regularly take part in a fire drill and talk about the 'ladders and fire engine' as they play with the toys. The childminder makes excellent use of community events and continuously aims to further children's learning. For instance, they went to see the bee display during Callington's 'Honey Fair' and then enjoyed making honey biscuits. They also went to see how flour is made at a mill

and returned to make and bake dough rolls. The childminder is highly confident in her knowledge and understanding of the Early Years Foundation Stage (EYFS) framework. She has comprehensive procedures in place to observe, assess and plan for children's individual progress.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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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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