

Inspection report for early years provision

Unique reference number	EY414550
Inspection date	08/02/2011
Inspector	Jayne Pascoe
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2010. She lives with her primary school age child, on the outskirts of Falmouth town, in Cornwall. Children use all areas of the childminder's home. The premises are accessed down a short flight of stairs and toilet and sleeping facilities are situated on the first floor. A secure rear garden area is used for outdoor play activities. The childminder is registered to care for a maximum of three children at any one time

. There are currently four children on roll who are within the Early Years Foundation Stage. Most children live locally and some attend other early years provisions. The childminder also offers care to children aged over five years. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has used her good knowledge and understanding of the Early Years Foundation Stage well, in order to successfully meet children's individual needs. She works positively in partnership with parents and actively seeks and welcomes support and advice from early years agencies. She has begun to establish effective links with other providers. The childminder has considered, but not yet fully implemented, effective systems for the assessment of children's learning and development. She demonstrates a good ability to maintain continuous improvement in her childminding practice.

What steps need to be taken to improve provision further?

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

- develop effective systems for ongoing observational assessment, to inform planning for each child's continuing development through play-based activities
- maintain coherence of learning and development across different settings and related to the children's experience at home.

The effectiveness of leadership and management of the early years provision

The childminder has developed robust systems to safeguard the children in her care. Documentation is very well organised, contains sufficient levels of information and is shared appropriately with parents, in order to agree and maintain good practice. The childminder has implemented effective written risk

assessments which are used successfully to ensure children's safety and security at all times. Children regularly practise emergency evacuation procedures with the childminder, in order to develop their confidence and familiarity. Good opportunities are available for children to develop their awareness of and manage everyday risks and as a result, they are beginning to take responsibility for their own safety and that of others. Children are supervised appropriately at all times and are protected from unvetted persons. The childminder demonstrates confidence in her knowledge and understanding of the Local Safeguarding Children Board procedures and an ability to identify, record and report any concerns appropriately.

The childminder is very successful in positively promoting children's welfare, learning and development. She ensures that their individual needs, preferences and abilities are identified, respected and met. The childminder organises her home particularly well to provide a safe, comfortable and enabling indoor and outdoor 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. Children also benefit from a good range of resources which promote a positive awareness and respect of people's differences. They receive good opportunities to explore and celebrate their own culture and beliefs and those of others. The childminder has established very effective relationships with parents. Good systems are in place to share information very regularly, through newsletters, daily diaries, contracts, consent forms and daily discussion.

The childminder has begun to collect evidence of children's achievements in individual folders. She is currently considering how best to use observations, photographs and samples of children's work to develop effective systems for the assessment of children's learning and development. Some children also attend other early years settings and the childminder has started to liaise with one of these provisions, in order to obtain information which will ensure that continuity of care and cohesive learning experiences are maintained. However, these systems are not yet fully in place. The childminder demonstrates a good level of commitment to maintaining continuous improvement in her practice. She is currently studying for an early years degree and has enrolled on several relevant early years training courses. She makes good use of reflective practice and seeks parental feedback, in order to drive future improvement.

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

Children have formed strong and trusting relationships with the childminder and her daughter. They are very happy, settled and confident in the childminder's care. Children demonstrate high levels of independence. They enjoy free access to a good range of interesting toys which spark their individual interest, such as an interactive dog, dolls and pushchairs. Children have developed a sound sense of belonging, as they are able to help themselves to favourite toys, make suggestions for play and help to tidy away toys before selecting new ones. Effective routines ensure that all children's welfare needs are met and daily planning provides

tailored opportunities for children to make good levels of progress in their learning and development. The childminder supervises children appropriately and provides high levels of support and encouragement. Children enjoy the active involvement of the childminder in their self-chosen play activity. 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 have free access to a wonderful selection of books, which are attractively displayed beside a child-sized comfortable armchair. Children sing along merrily to a music tape of favourite songs as they play.

Children are actively encouraged to make choices and decisions. They follow the good examples set by the childminder and are kind, caring and helpful. They benefit from regular opportunities to enjoy fresh air and physical exercise in the garden, park and on the beach. Children climb, run, jump and slide outdoors. The childminder promotes healthy eating at snack time and offers children nutritious foods in sufficient quantities for their growing needs. Packed lunches which are provided by parents are stored and served appropriately. Children understand the importance of following good hygiene practices, such as hand washing and nose blowing, in order to maintain their own good health. Children are creative in their play. They enjoy imaginative role play with dolls, taking them for walks in the pushchair and cuddling them. They also enjoy caring for toy animals. There is evidence that children engage in regular opportunities to cook, paint, make collage and explore play-dough. Children's art work is attractively displayed for all to value and admire.

Children concentrate well to build and construct with adult support. They successfully cooperate and negotiate to make recognisable model figures. Children benefit from regular exploration of the local community, as they visit the fire station, go to the toy library and enjoy weekly visits to social activity groups. Children are actively involved in recycling waste packaging and they plan to grow fruit and vegetables in the garden. Children feed the birds and enjoy observing the wildlife. They wait eagerly for the squirrel to arrive, as he is a regular visitor to the garden each day. Children are skilful in their use of programmable and interactive toys. They are developing a positive respect and awareness of people's differences and are currently exploring the roles that different people, such as fire fighters, doctors and dentists play in the local community. They have recently celebrated Chinese New Year. Overall, there is evidence that children have appropriate opportunities to make 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
--	---

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

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