

Inspection report for early years provision

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Inspection date	20/08/2012
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 2011. She lives with her partner in Truro, Cornwall. Children use all areas of the childminder's home. There are steps up to the front door and toilet facilities are situated on the first floor. A secure, rear garden area is available for outdoor play activities. The childminder has goldfish and snails, which are kept in a fish tank. The childminder is registered to care for a maximum of six children under eight years at any one time; of these, three may be in the early years age range. Overnight care may be provided for a maximum of two children in the early years age range. There are currently four children attending who are within the early years age group. The provision is registered on the Early Years Register and on 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.

Children are happy and settled in the childminder's home, where they make good progress in their learning and development. The childminder works positively in partnership with parents and, as a result, she meets children's individual needs well. Although the childminder has partnerships with relevant local authority professionals, she has not yet established liaison with other childcare providers in order to promote shared care and learning. The childminder offers enjoyable activities based upon children's particular interests and has implemented effective assessment systems, in order to maintain a progressive cycle of learning. The childminder is well qualified and has a particularly good knowledge and understanding of the Early Years Foundation Stage requirements. She continually reflects on her practice and demonstrates a good capacity to improve.

What steps need to be taken to improve provision further?

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

- extend partnership working so that the provision complements the education and care children receive in other settings.

The effectiveness of leadership and management of the early years provision

The childminder has robust systems in place to safeguard children. She is confident to follow the Local Safeguarding Children Board procedures if required. Thorough risk assessment takes place to minimise hazards and provide a safe environment for children. The childminder is also clear about how she identifies

and maintains children's safety when they are out. Adults in the household undergo relevant suitability checks and suitable systems are in place to monitor visitors. Supervision of children is good. Children regularly practise emergency evacuation procedures at the childminder's home to help ensure that they know what to do in the event of a fire. All the required documentation for the safe and efficient management of the provision is in place. The childminder actively promotes children's good health through effective routine health and hygiene practices. She holds a current, paediatric first aid certificate, so can treat minor accidents and injuries effectively.

The childminder has completed an early years degree and has previous experience of working with children. Her attitude to inspection is very positive and she self-evaluates successfully to identify areas in which to develop her practice further. For example, she plans to attend further training and make use of the 'Scrap Store' to extend the range of creative materials available to children. The childminder deploys toys, resources and equipment effectively. She considers the interests of each child and plans to provide favourite toys, which are stored attractively in open containers. As a result, children develop a strong sense of belonging and increase their level of independence, as they help themselves to resources. The childminder has a good knowledge of children's starting points. She provides a broad and balanced range of interesting activities which meet their needs and successfully promotes their learning and development. The home environment is welcoming, comfortable and enabling.

The childminder successfully promotes equality and diversity through her everyday inclusive practice. Boys and girls have equal access to all resources. Children develop a positive respect and understanding of the range of people in the community. This develops through use of a good range of toys and resources, visits to the children's centre and trips to local places of interest. The childminder treats all children as unique individuals and helps them to treat others with respect. Although she is not currently childminding children with special educational needs and/or disabilities or children speaking English as an additional language, she has previous experience in her other roles. These skills are transferable when she has children on roll with specific needs.

The childminder works soundly in partnership with other agencies, such as the local authority, to promote children's learning and well-being. However, systems to liaise with other early years providers, to maintain continuity in children's care and learning, are not yet in place. The childminder has established positive working relationships with parents. She shares a good range of policies and procedures with parents to support her practice. In addition to verbal discussions, the childminder produces a daily written diary which provides parents with detailed information about their child's day. Parents regularly review their children's learning journals and contribute to these. They have recorded particularly positive feedback regarding the standards of care and learning provided by the childminder in a 'comments book', which is regularly updated.

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

Children are happy, settled and content. They form strong and trusting relationships with the childminder and other children. Effective routines meet children's care needs. The childminder develops written daily planning, which provides tailored opportunities for children to make good levels of progress in their learning and development. Children follow the good examples set by childminder and are polite, kind and helpful. They demonstrate good social skills and are well mannered. Children play harmoniously together, initiating play with favourite toys and engaging others to extend this play further. The childminder interacts skilfully to encourage, support and provide additional challenge, for example through the introduction of new words, tools and resources.

Children develop good future skills as they engage in ongoing discussion with the childminder and each other. They communicate effectively through facial expression, body language and emerging vocabulary. They select favourite books for personal enjoyment and to share with others. Children initiate role play in the 'restaurant' and take it in turns to take food orders, which they 'write' on a notepad. They make a positive contribution as they explore the local community, visit places of interest and participate in social activity groups. They develop a positive respect and awareness of their own cultures, beliefs and abilities and those of others through good opportunities to explore people's differences. They are skilful in their use of programmable and interactive toys and equipment.

Children have good opportunities to enjoy and achieve as they problem-solve when completing increasingly complex wooden puzzles. They successfully cooperate and negotiate to maintain harmonious role play and games. Children are creative and imaginative; they express themselves artistically through painting, collage, dough and sensory play. They enjoy self-initiated play as they make music with pans and plastic spoons. Children also enthusiastically engage in an adult-led activity when they make 'gloop' with cornflour, water and paint. They discuss the texture and change in consistency. Children greatly enjoy the sensory experience, as they describe the 'gloop' as feeling silky and smooth.

The childminder actively promotes children's good health. They benefit from daily opportunities to enjoy fresh air and physical exercise in the garden, parks and on the beach. They enjoy climbing, running, ride-on toys and sliding. Children develop a good awareness of the importance of healthy eating and the impact that this has on their growth and development. They follow well-established health and hygiene routines and understand the importance of maintaining their own health. Children enjoy playing with dolls and the dressing-up clothes, during which they demonstrate a good awareness of self-care and empathy for others. Children feel safe because the environment is hazard free and secure. The childminder shows concern for their well-being and includes them in routine practices to safeguard themselves.

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	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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