

## Inspection report for early years provision

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<b>Unique reference number</b>	EY293428
<b>Inspection date</b>	01/10/2008
<b>Inspector</b>	Jean Goodrick
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder has been registered since August 2004. She lives with her family, which includes two children under eight years of age, in a village to the west of Cambridge. The whole of the ground floor area of her home is used for childminding, with an upstairs bedroom which may be used for sleeping arrangements. There is a fully enclosed garden for outdoor play. The premises can be accessed easily by most users.

The childminder is registered to care for a maximum of four children under eight years of age at any one time and she is currently minding one child in the early years age group on a full-time basis. The childminder also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. This report does not include an evaluation of that provision, but a judgement about compliance with the requirements of the Childcare Register is included at the end of the report.

The childminder is a member of the National Childminding Association and she has an early years qualification. She attends local toddler groups with minded children.

## **Overall effectiveness of the early years provision**

Overall children's individual needs are met. The childminder has experience of working with children with learning difficulties and disabilities and she is also respectful of cultural and linguistic diversity. She has a good understanding of child development and she is developing her understanding of the Early Years Foundation Stage. Her commitment to the continuous improvement of the setting means that children's welfare is given a high priority, their uniqueness is respected and they enjoy a broad range of learning experiences.

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

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

- continue to develop the system for observing children and responding appropriately to help them make progress from birth towards the early learning goals
- continue to develop inclusive practice so that resources and activities encourage children to talk about similarities and differences and the reasons for these; and continue to develop knowledge and understanding of how to support children with English as an additional language.

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

The childminder is very experienced, well qualified and keen to make improvements for the benefit of children in her care. Recommendations from the

last inspection have been successfully addressed. Through self-evaluation, the childminder has identified areas of the organisation which she would like to improve. These include further development of resources which reflect social diversity and further written information for parents so that they are clear about all aspects of the provision. The childminder regularly attends training and is currently developing her knowledge and understanding of the Early Years Foundation Stage.

The settling-in period is handled sensitively by the childminder so that she develops secure, trusting relationships with children and their parents and carers. Information is shared on a daily basis through daily diaries, regular chats and development records, which have recently been introduced by the childminder. She makes written observations about children's progress and is beginning to link her observations to the early learning goals. Therefore children's individual needs are consistently met and the childminder is developing a good partnership with parents in children's learning.

The childminder has a professional framework of policies and procedures, she is conscientious about children's safety within the setting. The childminder has a good understanding of her role in safeguarding children. A written safeguarding policy is available to parents so that they are clear about her responsibilities. Children are very well supervised as the childminder limits the number of children she cares for in order to give them plenty of individual attention. Appropriate safety equipment is in place to minimise risks and written risk assessments are updated regularly. The childminder is very attentive to the safety of younger children on local outings.

## **The quality and standards of the early years provision**

Children are well nourished as the childminder provides an excellent variety of meals and snacks which include plenty of fruit and vegetables. Drinks are always available. The childminder sits with children as they eat so that meals are pleasant occasions when children develop their social skills. Children have regular outdoor activities in the childminder's well-equipped garden and in local parks developing their physical skills and learning about a healthy lifestyle. Children jump on the mini trampoline, pedal their bikes, and explore sand and water. There is also space indoors for the toddlers to crawl through the tunnel, ride their push along toys and dance to music.

The downstairs area of her home is used very effectively by the childminder to provide different areas where children can sleep, rest, eat and play. Children have plenty of time to follow their own interests, selecting toys and books from low-level shelves, drawers and boxes. The childminder sits on the floor with the children, supporting their play and quickly making changes if the toddlers lose interest in their activities. After exuberant play the children 'snuggle in' with the childminder to read a book, pointing out the animals and making the appropriate sounds. The childminder develops warm, affectionate relationships with the children in her care. Children's early communication skills are exceptionally well supported as the childminder talks to them about what they are doing, extending their vocabulary and having fun with sounds. Children receive plenty of cuddles and individual

support so that their emotional needs are well met.

Children have good opportunities to learn and develop through a balanced range of adult and child-led activities that reflect their interests and capabilities. The childminder knows, for instance that the children love to watch the builders when they go on local walks, and they play with the tractors and builder's hat when they come home. Good use is made of community groups and the library to extend children's experiences. The childminder has a sound understanding of how children learn and make progress towards the early learning goals and she has begun to record her observations alongside photographs so that she can make plans for their next steps. Children learn about keeping safe as the childminder gently explains, for example the reasons why it is not safe to stand on the push along car. She gives plenty of praise and encouragement with sensitive support so that children understand expectations of behaviour.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.