

Inspection report for early years provision

Unique reference number	257010
Inspection date	05/11/2008
Inspector	Katherine Powell
Type of setting	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 1994. She is registered to care for a maximum of six children under the age of eight years; of these, three may be within the early years age range. She is currently caring for eight children on a part-time basis. The childminder is registered on both the Early Years register and the compulsory part of the Childcare Register.

The childminder lives with her two daughters on a residential estate on the outskirts of Peterborough city centre. The care of the children takes place on the ground floor only. There is a fully enclosed rear garden which is used for outdoor play. The childminder also takes children to a nearby adventure playground. The house is within walking distance of local schools, pre-schools and amenities. The premises is accessed by a short flight of steps leading down from the pavement.

The family has a cat and two rabbits. The rabbits are kept outside in a hutch.

Overall effectiveness of the early years provision

Children are cared for in a relaxed environment where they are happy and settled. The childminder provides an interesting range of play activities to support children's learning, although planning and assessment systems are in the early stages of development and do not yet fully identify the next stages in a child's learning. The childminder is beginning to use systems to self-evaluate her practice and is committed to improving the provision for all children. Children are valued and respected and the childminder works in close partnership with parents to provide an inclusive service where children's individual needs are met.

What steps need to be taken to improve provision further?

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

- record details of evacuation drills in the fire log book
- continue to develop partnership working with other professionals to provide the best learning opportunities for children
- develop the use of observations so they help to decide where children are in their learning and development, and help to plan what to do next

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

- | | |
|---|------------|
| • carry out a full risk assessment of any outings | 05/12/2008 |
| • obtain information from parents as to who has legal contact with the child; and who has parental responsibility for the child | 05/12/2008 |

The leadership and management of the early years provision

The childminder has a wide range of written information regarding her childminding service in place and this is shared fully with parents. Written records are well organised and generally well maintained. However, some required records to promote children's safety are not yet in place, such as risk assessments of outings and information regarding parental responsibility of children. The childminder has a secure awareness of safeguarding procedures and has a clear written procedure in place which she would follow if she had concerns regarding a child's welfare or safety. The childminder provides close supervision at all times to further ensure children's safety.

The childminder fosters positive relationships with parents and values their comments and feedback about the provision. She provides verbal information each day to keep parents informed about their child's care. In addition, she has recently implemented care diaries and assessment records for younger children to enable parents to share in their child's learning and development. The childminder works closely with parents and other professionals to support children with additional learning and/or development needs. However, links with other early years settings and practitioners are not yet fully developed to ensure each child reaches their full potential.

The childminder has completed appropriate training, such as first aid and basic food hygiene, and she is keen to further develop her knowledge and skills through further professional courses. She works closely with other registered childminders to share ideas and good practice. The childminder has started to use self-evaluation to highlight key strengths and some areas for further development have been identified. However, monitoring systems are not yet fully effective in ensuring that all requirements of the Early Years Foundation Stage are met. The childminder has taken positive steps to improve since the last inspection and has successfully completed the recommendations raised which has had a positive impact on children's health and safety.

The quality and standards of the early years provision

The childminder has a good awareness of child development and how to support children's learning through effective interaction. She takes interest in what children do and say and plans activities around children's own interests. The childminder is continuing to develop her awareness of the Early Years Foundation Stage and the different areas of learning and has introduced planning and assessment systems. However, these have not been in place long enough to fully show how children's learning and development are supported in each area or how assessments are used to ensure activities build on children's previous knowledge and skills. The childminder has gained experience of caring for children with learning difficulties as well as children who speak English as an additional language. She adapts her provision and practice to ensure all children have access to the activities and learning opportunities on offer. The premises and play equipment are well organised and enable children to be independent and make their own choices. Children enjoy

selecting their own toys and resources and develop their social skills as they play co-operatively with one another, sharing toys and taking turns. The childminder encourages and promotes positive behaviour and fosters children's self-esteem by giving lots of praise and encouragement. Children share warm relationships with the childminder and confidently seek help and support when needed. They enjoy engaging in lively conversations and the childminder provides appropriate support to develop children's vocabulary and language skills. Children have access to a good range of books to promote their interest in reading and benefit from regular visits to the local library. Young children show an awareness of number as they count objects whilst playing. They become engrossed in role play games which support their creative learning and delight in acting out familiar events such as cooking the dinner and making a cup of tea. Children begin to appreciate differences and diversity within society by going on regular outings, visiting local activity groups and discussing and finding out about different cultures and celebrations. They show interest in simple technology as they press buttons and turn dials to make toys work and move. Children's physical skills are well promoted as they use a range of outdoor play equipment in the garden such as a trampoline and sit-on rides. In addition, they enjoy frequent trips to a local adventure playground where they are able to climb and balance and run around freely in the fresh air.

The childminder is aware of her responsibilities to safeguard and promote the welfare of children in her care. She shares clear information with parents regarding infectious diseases to prevent the risk of cross-infection. Children's health is promoted as they enjoy healthy snacks such as fresh fruit and have access to regular drinks throughout the day. Appropriate systems are in place to record accidents and any medication given to children. Children learn how to keep themselves safe as the childminder reinforces road safety procedures when taking children on outings and reminds children about the need to use toys safely and appropriately when playing. Regular fire drills are carried out but these are not recorded. Overall, the childminder's written records and procedures support children's welfare.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

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.