

Inspection report for early years provision

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| Unique reference number | 222691 |
| Inspection date | 09/10/2008 |
| Inspector | Denise May Smith |
| 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 was registered in 1997. She lives with her husband and their four children aged seven, 10, and two adult children. They live in a town near to Huntingdon, Cambridgeshire. The downstairs of the childminder's house may be used for childminding making the provision accessible to all.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children under five and two children before and after school, on a full and part-time basis. The provision is also registered on the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder walks to the local school to take and collect children and works in partnership with parents and other settings who promote the Early Years Foundation Stage [EYFS]. The family have a fish as a pet.

Overall effectiveness of the early years provision

The childminder has developed effective partnerships with the parents of the children and their pre-school to develop the quality of the care and education provided. She ensures that the children's welfare needs are mostly known and effectively promoted and provides balanced, well-supported activities so that children make good progress in their learning.

The childminder ensures she keeps up-to-date with current child care practice through reading and accessing training which enables her to plan for the continuous improvement of the care and education provided. She is beginning to think about the importance of reflecting and evaluating her practice through self-evaluation.

Children enjoy their time in her care and the childminder recognises the uniqueness of each child and makes sure she promotes inclusive practice for all.

What steps need to be taken to improve provision further?

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

- develop further the assessments of children's learning, taking account of their starting points and next steps of learning and use this information to inform the future planning
- obtain information about who has legal contact with the child and who has parental responsibility for the child.

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

- conduct a risk assessment, both indoors and for when on outings, which is reviewed regularly, at least once a year or more frequently where the need arises.

09/11/2008

The leadership and management of the early years provision

Children benefit from the childminder's commitment to training. She is working towards gaining a qualification in childcare and in addition, she attends many courses such as 'safeguarding children' and uses this knowledge to develop the care and education provided for the children.

The childminder has most of the necessary records, policies and procedures in place which underpin the good quality of care provided. She visually assesses and minimises all possible risks to children. However, she does not yet record this information. Children enjoy being able to make choices in their play. They confidently access the resources which are stored in low-level storage units.

The childminder has taken care to ensure she is familiar with the new Early Years Foundation Stage (EYFS) framework and the relevant supporting guidance and uses this to ensure she generally complies with the requirements. However, she has not obtained information relating to who has legal contact with the children and who has parental responsibility for the children for whom she cares. The childminder is clear about her responsibility to ensure that all adults who spend time with the children are suitable to do so and knows what to do should she have any concerns.

The childminder involves parents in gaining feedback on the care and education provided and is in the early stages of using self-evaluation as a tool to reflect on her practice. The parents are happy with the quality of the care provided. The childminder takes time to go into the local pre-school to talk to the children's key workers and familiarise herself with their planning so that she can coordinate her activities with the experiences offered at pre-school. The childminder responds well to feedback. As a result of the last inspection she made the garden safe and has developed this area so that it successfully supports children's learning. Overall, the childminder effectively ensures that she promotes inclusive practice, where all children's individual needs are known and valued.

The quality and standards of the early years provision

Children's learning is informally planned for in a fun and purposeful way. The childminder has recently begun to think about how to record her plans of the activities provided and how she can successfully link these to the written observations and assessments she has begun to make. These assessments do not currently include the identification of the children's next steps of learning or their starting points, but they form the basis of a system to help her support the children in making progress in all areas of their development.

Children learn to share, to be kind to others and about responsible behaviour, because the childminder is consistent with the children and promotes positive behaviour. Children benefit greatly from the effective support the childminder provides for the children. She sits with them as they play and encourages them to persevere with tasks such as completing puzzles and building with bricks. She

introduces new vocabulary as they play so developing children's language skills.

The childminder organises the children's day so that they are actively involved in their learning. They have time to be indoors where they have free access to a good range of resources. They have time to play in the garden with the physical play equipment and they go on many outings into the local community. They walk to feed the ducks, they visit the library and when they go to the local shops they visit the bottle bank and discuss re-cycling. Children particularly enjoy visiting the farm and going blackberry picking. Children grow plants and a variety of vegetables which they eat or take home to enjoy.

Numbers and problem solving opportunities are woven through the activities provided and children confidently use equipment such as electronic and musical toys. These activities, together with well-supported communication and language skills support the children's future economic well-being.

The childminder is proactive in her approach to caring for children who may have learning difficulties and/or disabilities and obtaining appropriate support for the children as necessary. She liaises closely with the parents and other services to ensure children receive well-rounded, coordinated care which also promotes their learning.

The childminder is very aware of her responsibility to safeguard and promote the welfare of the children. She provides a clean, well-ordered home for children to relax and play and actively encourages the children to learn about how to keep themselves well and safe from harm. For example, she teaches them road safety, practises safe fire evacuation and teaches children about good personal hygiene. The childminder ensures she can respond appropriately if children are ill or have an accident.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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

Leadership and management

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

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Good |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Good |
| How well are children helped to stay safe? | Good |
| How well are children helped to be healthy? | Good |
| How well are children helped to enjoy and achieve? | Good |
| How well are children helped to make a positive contribution? | Good |
| How well are children helped develop skills that will contribute to their future economic well-being? | Good |

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

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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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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.