

Inspection report for early years provision

Unique reference number	EY377036
Inspection date	03/02/2009
Inspector	Jean Goodrick
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 July 2008. She lives with her family, which includes teenage children, on the north side of Cambridge, close to schools, shops and parks. The downstairs area of her home is mainly used for childminding. A bedroom on the first floor is used for naps and overnight care. There is an enclosed outdoor play area. The family has a dog.

The childminder is registered to care for a maximum of four children under eight years of age at any one time and she is registered to provide overnight care for two children. The childminder is currently minding three children under five years. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder attends local childminder and toddler groups. She is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Although she has recently started work as a childminder, she has developed very effective systems for the efficient organisation of the setting. The childminder has a good knowledge and understanding of child development and she is keen to improve her understanding of the Early Years Foundation Stage; she has identified inclusive practice as an area for further development. The childminder gives a high priority to the welfare of individual children. She respects their uniqueness and is willing to work with other agencies to meet their needs. She provides a broad range of enjoyable learning experiences supporting children's progress towards the early learning goals.

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 observation and assessment of individual children so that activities build on what they know, understand and can do and support their progress towards the early learning goals
- provide resources and activities which help children to learn about their differences and similarities; and about cultural and linguistic diversity in the wider world.

The leadership and management of the early years provision

Parents give glowing feedback about the provision saying that the childminder is 'very flexible and understanding', that there are 'lots of activities every day' and

that their child has gained in confidence 'thanks to your excellent care and encouragement'. They receive written information about their children's daily routine and the childminder works closely with them to ensure the individual needs of their children are consistently met. A settling-in process ensures that she develops secure relationships with children and parents. The childminder has begun to exchange information with parents about children's progress and achievements, making effective use of photographs, so that there is a good partnership in children's learning.

A comprehensive professional framework of written policies and procedures is conscientiously followed by the childminder in order to safeguard the children in her care. Parents receive a copy of these policies at the beginning of their arrangements so that they are aware of her responsibilities. The childminder is rigorous in carrying out risk assessments of her home and on outings and these are reviewed regularly. Appropriate safety equipment is in place.

The childminder is developing a regular system of self-evaluation and she is keen to make improvements in her practice and to recognise the strengths of the provision. She has spent time thinking and writing about what has gone well since she started work as a childminder and what she would like to develop further, such as resources and activities which help children learn about their differences and similarities, and about diversity in the wider society.

The quality and standards of the early years provision

Children learn about a healthy lifestyle. They are very well nourished as the childminder provides home cooked food with a variety of healthy options including fruit and vegetables. Drinks are always available. Children sit together at the table so that meals and snacks are pleasant occasions when children learn social skills. Outdoor activities and physical exercise are given a high priority as children play in the well-equipped garden and go on local walks to feed the ducks or visit the park. Children learn about keeping safe as they practise the emergency evacuation procedure and learn about road safety on outings. The childminder sensitively helps children to understand expectations of behaviour and sort out any difficulties, using explanation and distraction.

The childminder develops warm, trusting relationships with the young children in her care. Their emotional needs are well met as they receive plenty of cuddles and support, and they 'snuggle in' with their comforter for stories, such as 'Caspar the Caterpillar' when they are ready for quiet time. Children show care and concern for each other. Their early communication skills are well supported as the childminder talks to them about what they are doing, extending their vocabulary and having fun with sounds, for example, they talk about what noise the dog and the duck make. Children enjoy a broad range of messy play, including play dough, gloop, jelly and water. The childminder knows about children's interests and enthusiasms ensuring, for example, that the cars and road mat are set out. Children have time to follow their own interests, selecting toys and books from a range of boxes and shelves at child-height in the bright welcoming environment.

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 informally plans learning experiences for the children but is also flexible and spontaneous deciding, for example, that it is a day to make the most of the snow and play outside. Everyone joins in the fun to build 'Frosty the Snowman' and there are photographs to share with parents. The childminder makes good use of community groups to extend children's activities and their social development. She has begun to use her observations of the children to plan for their next steps in learning and she discusses children's progress with their parents.

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?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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 registration

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.