

Inspection report for early years provision

Unique reference number	256899
Inspection date	27/10/2008
Inspector	Louise Brawn
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 1993. She lives with her husband and their two older children in a small cul-de-sac located just outside Peterborough city centre. All ground floor rooms and the main bathroom are used for childminding purposes and there is a fully enclosed garden available for outside play. Accessibility of the premises is via a step up to the front door.

The childminder is registered to care for a maximum of five children under the age of eight years. She currently cares for three children under five on a part-time basis and two children before and after school. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The family has two cats and tropical fish.

Overall effectiveness of the early years provision

The childminder provides a warm and welcoming environment for children and their families. Children are well engaged in a broad range of activities and share warm relationships with the childminder who clearly knows their individual needs well. The childminder fosters close working relationships with parents and provides them with good information about her service and their child's care and learning. The childminder is committed to improving the provision for all children. She has generally effective systems in place to monitor and evaluate her practice and she clearly identifies key strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- continue to support the development of independence skills, with particular reference to creative activities.

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

- ensure there is a record of risk assessment carried out for outings (documentation)

17/11/2008

The leadership and management of the early years provision

Children's welfare, care and safety are well promoted as the childminder is committed to improving her knowledge and awareness of relevant issues by attending further training when needed. Documentation is well organised and written policies and procedures are effective in promoting children's welfare. The childminder has a secure awareness of safeguarding procedures and she shares her written policies with parents. She further ensures children's safety by providing

close supervision at all times and undertaking regular risk assessments. However, the childminder does not document risk assessments carried out for outings.

The childminder has good working relationships with parents and provides them with a wealth of information about the childminding service and their child's care. Daily diaries completed by the childminder and parents provide clear information about children's progress, routines and ensures information is constantly shared. The childminder spends time talking to parents and gathering information before a child starts. This enables her to find out about children's interests and starting points and she is then able to plan and provide appropriate activities and resources to support each child.

The childminder has a clear and realistic awareness of her own provision and identifies areas for improvement where necessary. This is achieved through robust self-evaluation systems and feedback received from parents. She has taken positive steps to address the recommendation made at the last inspection which has had a clear impact on the care offered to children.

The quality and standards of the early years provision

The childminder plans and provides a good range of activities and play equipment to engage children's interest and help them to make progress in all areas of learning. She has developed effective systems to plan and assess children's learning and development and uses her observations to plan the next steps in children's learning. Therefore children are making good progress. Children are happy and settled in the childminder's care and enjoy their time with her and with each other. They are generally well behaved and show care and consideration for others. For example, when reminding each other to share the resources. All children have equal access to activities and equipment, and as a result, gain the most from the learning opportunities provided. The childminder regularly updates children's files with the progress they are making and exchanges information with parents to ensure all children receive the support and care that they need.

The childminder provides a secure environment for children where they feel confident to express their own needs. They move freely between different activities and play areas and make their own choices from the range of resources available. The childminder interacts effectively with children, asking questions and engaging them in conversation to support and promote their language and communication skills. Children show an interest in reading as they all sit together for story time and join in as the childminder reads to them. Through practical activities they develop their awareness of counting and shape naming. For example, during a pumpkin faces activity the childminder asked the children to name the shapes they were using to make the pumpkin face and then asked them how many eyes and noses we have got. Children enjoy dressing up and they have good opportunities to learn about the world around them as they visit different places in the local area such as local farms and toddler groups. Children enjoy easy access to the garden to engage in outdoor activities and use the available equipment to develop their physical skills and co-ordination. Children's creativity is promoted as they take part in activities such as designing their own pumpkin faces and creating their own pictures.

However, independence skills are not always promoted when planning some of the activities.

The childminder is aware of her responsibilities to safeguard and promote the welfare of children in her care. She encourages children to learn about how to keep themselves well and safe from harm. For example, she practises fire evacuation procedures with the children and offers them healthy snacks. The childminder ensures she can respond appropriately if children are ill or have an accident. Overall the childminder has effective records and written procedures in place to ensure children's welfare is fully promoted.

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?	2
The capacity of the provision to maintain continuous improvement.	2

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 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.