

Inspection report for early years provision

Unique reference number	222543
Inspection date	13/11/2008
Inspector	Heidi Falconer
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 2000. She lives with her husband and their two children aged nine and 13 in a village close to Ely, Cambridgeshire. Children have access to all areas of the bungalow except for the bedrooms. The premises can be accessed easily by most users.

The childminder is registered to care for a maximum of six children at any one time. She is currently minding four children in the early year's age group. The childminder also makes provision for children older than the early years age group and 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 walks to local schools and local pre-schools to take and collect children. The childminder attends the local parent and toddler group with minded children.

Overall effectiveness of the early years provision

The childminder is dedicated to providing very high quality care and learning experiences for children. She plans for each child's individual care and learning requirements, tailoring and adapting the provision to meet particular individual needs where necessarily. The childminder has a strong capacity to maintain continuous improvement, regularly attending courses to update and extend her knowledge and skills. The childminder builds strong partnerships with parents and others and excellent procedures are in place to keep children safe.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve the sleeping arrangements for young babies
- develop the current assessment systems so that they can be shared effectively with parents

The leadership and management of the early years provision

The childminder is extremely committed to providing very high quality care and learning opportunities for all of the children in her care. She continually evaluates and improves her practice to achieve the best possible outcomes for children. For example, she is currently reviewing literature and guidance she has collected on the Early Years Foundation Stage (EYFS) to ensure that the provision that she makes for learning and development is effective and of high quality.

The childminder has also updated her policies and procedures to ensure that they reflect and meet the requirements of the EYFS.

Excellent safeguarding policies and procedures are in place to ensure that children are fully protected. For example, the childminder ensures that appropriate checks have been carried out on all students that are placed with her. The childminder is able to recognise signs and symptoms of actual or potential abuse, and she knows how and when to act to safeguard children. This knowledge has been gained as she continually refreshes her knowledge by attending training such as 'Advanced Child Protection'.

The childminder values the importance of working with parents and others beyond the setting. Parents are provided with very detailed information, about the setting, and their children's progress. The childminder effectively gathers excellent information about children's individual and changing needs. This enables her to take each child's uniqueness into account when planning activities and providing care. The childminder develops effective links with other settings that children attend. For example, she has established links with the local pre-school and has worked alongside health visitors to support children's learning and development.

The quality and standards of the early years provision

The childminder is extremely committed to ensuring that children are safe in her care, and that they learn to keep themselves safe. For example, as she regularly transports children in her car she has completed an advanced driving course. This has helped her to learn how to drive according to the conditions and environment of the road and to become more aware of potential hazards. Additionally, written policies such as for lost or uncollected children, excellent fire detection and control equipment, and the childminder's detailed risk assessment help to keep children safe. Children learn about keeping themselves safe as they practise the fire evacuation procedure and learn about road safety. They learn to care for themselves and are very independent in their self-care skills, taking themselves off to the toilet and washing and drying their hands effectively on their own. The childminder provides disposable paper towels for the children to use to reduce the risk of cross-infection. The childminder provides suitable sleeping facilities for older children, however, younger babies tend to sleep in pushchairs or on sleeping mats.

Children thoroughly enjoy their time in the childminder's care and this is evident from the way that they laugh and giggle as they play together. The childminder has an excellent understanding of how children learn from active play and exploration. As a consequence she has set up her home indoors and out, to offer a range of first hand experiences and opportunities to enable this. For example, the play room is extremely well resourced with an extensive range of good quality toys and resources which are easily accessible to the children. Children are confident and ask for any resources that are out of their reach. For example, when children say 'I'd like to draw' the childminder offers them the choice of crayons, pencils or chalk. When children choose the chalk the childminder sets up a chalk board on the floor allowing all children who are present, including those who cannot walk, the opportunity to join in.

The childminder places a great emphasis on promoting children's personal, social and emotional development. Children have many opportunities for interaction with others and are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, and frustration. Actively promoting this helps children to cope with new, challenging or stressful situations. Pictures displaying these emotions are on display in the playroom and are used as a talking point. Children enjoy imaginative play, using play doctor's sets and recalling how they use these to help 'make the childminder's finger better'.

The childminder delivers the EYFS through observation based assessment and planning. This enables her to make accurate assessments of each child's development and plan activities and experiences to support their progress. The childminder also identifies children's next steps in their learning. Parents are actively invited to share what they know about their child. The childminder has created an EYFS display for parents, which shows their children taking part in activities to help them to become aware of the six areas of learning. The childminder is currently looking at how she can add information which parents' share with her to each child's assessment files.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 or 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.