

Inspection report for early years provision

Unique reference number	222282
Inspection date	29/04/2009
Inspector	Carol Brown
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 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).

Description of the childminding

The childminder lives with her husband and son in a house in Cambridge. The whole of the house is used for childminding, including the enclosed garden; the main play space is in the lounge. The local area is well supplied with amenities, including a nursery, toddler groups, parks and shops.

The childminder is registered to provide care for three children under eight years and mainly cares for pre-school children. The childminder is registered on the Early Years Register. The family do not have any pets. The childminder's husband smokes but not in the house or in the presence of minded children.

The childminder is a member of the National Childminding Association (NCMA) and regularly attends group meetings.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are well met as the childminder recognises the uniqueness of each child; in addition, the childminder effectively reflects her practice to promote improvements in the service she provides to children and their families. Differentiation is identified and implemented; this ensures that children are well-supported and that no individual is disadvantaged. The childminder has a good understanding of the six areas of learning of the Early Years Foundation Stage and provides good support to enable the children to make sound progress in their learning and development. There are systems in place to ensure that children's welfare is protected and promoted with regard to child protection and minimising risks, however, there is a minor weakness in the childminders knowledge of current safeguarding procedures. Good partnerships with parents, carers and others in the wider context are used to promote continuity of care and learning.

What steps need to be taken to improve provision further?

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

- ensure that safeguarding knowledge and training is updated to ensure that current guidelines are adhered to
- develop further resources which present positive images of society

The leadership and management of the early years provision

The childminder maintains a number of written records, which include registration forms, contracts, accident and medication records and written permissions, for example, seeking emergency medical advice or treatment for children in her care. She has also devised a number of policies and procedures, for example, behaviour management, which she shares with parents and carers. This ensures that they

are aware of her roles and responsibilities in the care welfare of the children. These policies and procedures also support the safe management of the provision.

The childminder demonstrates a sound understanding about protecting children, for example, she has procedures for the safe arrival and collection of children to ensure they only ever leave her premises with persons authorised by parents or carers. The childminder has attended training in relation to the Early Years Foundation Stage. She also has a current paediatric first aid certificate, which enables her to provide appropriate care and attention in the event of a minor accident. The childminder has devised written safety checks which clearly identify risks inside, outside and whilst on outings.

The childminder has a variety of systems in place which help her to accurately reflect on the service she provides. She has completed a written self-evaluation of her service, which clearly identifies areas for improvement and her ability to maintain continuous improvement

The quality and standards of the early years provision

Children are making good progress in their learning and development. The childminder has a secure understanding of the Early Years Foundation Stage and how children learn and develop through play. She ensures that children are provided with a broad range of resources and activities, which are organised at low-level to ensure independent access and are changed on a regular basis to prevent children from becoming bored. The childminder makes written and photographic observations of children's play, development and interests. She uses this to plan and provide good quality learning experiences which help children to build on what they know and can do.

Children show their curiosity as they explore and investigate resources and through their interaction with the childminder whilst at play. Children use their imagination when engaging in role play, for example cuddling the doll and making sure it is securely seated in the buggy. They are beginning to enjoy books and stories and confidently take favourite books to the childminder for her to read stories. Children are confident in the setting as they are beginning to identify their own personal needs, for example, knowing that they need to wash their sticky hands after eating lunch and helping themselves to a drink when they are thirsty. The childminder promotes children's understanding about a healthy lifestyle through the daily routine and activities provided, for example, daily walks to the park and outdoor play in the secure rear garden. Children are encouraged to become active learners by the childminder and the environment she provides. Toys are in plentiful supply and are appropriate to the age and developmental stage of the children.

The childminder uses a wide range of behaviour management techniques, for example, giving clear and concise explanations and distraction methods. The childminder consistently uses lots of positive praise and encouragement, which raises children's self-esteem and confidence. The childminder ensures that prior placement interviews are held to enable her to ensure the identification of children

with learning difficulties and/or disabilities in order that she can plan to meet all children's individual needs and requirements. Children learn to keep themselves safe, for example, young children practice their skills at climbing the step to the rear garden. All children have the opportunity to practice emergency evacuation procedures. The childminder provides ample space for children to play, eat and rest in comfort if they want to. There is no bias in practice in relation to gender, race or disability. However, resources which present positive images of the wider society are somewhat limited.

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?	3

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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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