

## Inspection report for early years provision

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<b>Unique reference number</b>	222036
<b>Inspection date</b>	05/03/2009
<b>Inspector</b>	Clare Elizabeth Pook
<b>Type of setting</b>	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 for over ten years. She lives with her two daughters, aged 15 and 20, in Bar Hill near Cambridge. The ground floor is split-level and bathroom facilities are on the first floor. There is a small enclosed patio garden for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age range on a part-time basis. She is also minding five children in the older age range before and after school. The provision is registered on both the Early Years register and the compulsory and voluntary parts of the Childcare register. The childminder walks to local schools and pre-schools to take and collect children. The family have three cats.

## Overall effectiveness of the early years provision

Overall the provision is satisfactory. The childminder is adequate in providing for children in the Early Years Foundation Stage (EYFS). Children's welfare is satisfactorily promoted and they are making suitable progress in their learning and development. Children's own uniqueness is valued and respected and the childminder ensures they mostly receive the appropriate support. The childminder is beginning to evaluate her own practice and has started to focus on developing weaker areas to build on and improve outcomes for children. Relationships with parents are friendly and their views are gained through questionnaires.

## What steps need to be taken to improve provision further?

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

- work together with other practitioners and parents to support transition between settings
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- match observations to the expectations of the early learning goals
- provide opportunities for children to develop and use their home language in their play and learning

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

- carry out a risk assessment for each type of outing taking into account the nature of the outing (Safeguarding and promoting children's welfare) 06/04/2009
- make available to parents details of the procedure to be followed if they have a complaint; the procedure to follow in the event of a parent failing to collect their child at the appointed time or a child going missing. 06/04/2009

(Safeguarding and promoting children's welfare)

## **The leadership and management of the early years provision**

Children are cared for in a safe environment where effective risk assessments are carried out to ensure children's safety within the home. This has not, however been extended to outings. This risk assessment is only visual and it is now a requirement of the EYFS for it to be in writing. Some policies and procedures are in place, however those relating to a child going missing or not being collected are absent, resulting in children's safety being compromised. The childminder has attended safeguarding training and has a suitable understanding of what to do if she had concerns for a child and how to follow Local Safeguarding Children Board procedures.

The childminder obtains all essential information from parents, which helps promote children's welfare and enables the childminder to meet the children's needs. She works closely with parents seeking their views through questionnaires. Parents speak well of her. The childminder shares children's records with the parents and exchanges information daily with them. Some children attend other settings. The childminder has not yet established effective links with these settings to enable smooth transition or partnership working to meet children's needs.

The childminder has begun to evaluate her practice. She has started to identify areas for development and thought about how she can improve these areas. She is keen to take up training and develop her own skills and improve outcomes for children. She has completed all recommendations set at the last inspection which has enabled her to move forward in her childminding.

## **The quality and standards of the early years provision**

The childminder adequately promotes children's welfare, learning and development so that children make progress. Children learn about healthy diets and good hygiene through the provision of healthy and nutritious snacks and meals and the childminder being a good role model. Children learn to keep themselves safe through learning about road safety when outing walking with the childminder and taking part in exercises on how to escape in an emergency.

The childminder sets out the room each day in preparation for the children, linking the activities and resources to the theme of the week. For example, magnetic numbers, number books and number lines are some of the resources set out for number week. The childminder interacts well with the children, supporting their play by introducing different resources to their play, such as plastic body parts for children to create creatures in the play dough. Children take turns on the toy computer, learning to match the sound to the animal. The children experience a full range of activities provided by the childminder or through the various groups they attend. Outdoor play is encouraged each day and during good weather children are able to free flow between the indoors and outdoors. A large green

behind the house offers a great space for children to gain fresh air and exercise by kicking the ball and playing games.

The childminder encourages positive behaviour, praising children for their achievements. Their work is displayed attractively and, where possible, photos are shared with parents. These help promote children's self-esteem. Children's home life and family backgrounds are respected. Children with English as an additional language attend. The childminder plans activities to help children feel secure and introduce others to their varying cultures, however opportunities to use the home language in their play is not often explored.

Children have access to electronic toys which develops their interest in information technology. They listen attentively to stories and take part in acting them out through use of 'story sacks'. They enjoy tracing letters, learning to sound them out and recognise many numbers. These activities, together with well-supported communication and language skills, support the children's future economic well-being.

Children are making suitable progress towards the early learning goals. The childminder has started to familiarise herself with the guidance on learning and development and has begun to plan, make observations and keep records on the children. At present plans are basic and cover the children's interests as well as linking to themes. Some observations are in place, but do not clearly show the links to the early learning goals. The childminder has begun each child's development record with a brief account of the child's interests and capabilities enabling her to begin to plan appropriately taking into account the different stages of development. She has not yet begun to formally identify the next steps for learning or use these to influence planning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provide a written statement that provides details of the procedure to be followed if they have a complaint (Procedure for dealing with complaints) (this also applies to the voluntary part of the Childcare register) 06/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Procedure for dealing with complaints) 06/04/2009

## **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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.