

Inspection report for early years provision

Unique reference number	222987
Inspection date	21/01/2009
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 was registered in 1999. She lives with her family, which includes teenage children, on the north side of Cambridge. The ground floor of her home is used for childminding. There is an enclosed outdoor play area. Toilet facilities are on the ground floor and there are two steps to the front entrance.

The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. She is currently minding six children under five years of age on a part-time basis. The childminder walks to local schools to take and collect children. The family has a dog and a cat who have contact with the children.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall children's individual needs are well met. The childminder has a good knowledge and understanding of child development; she is developing her understanding of the Early Years Foundation Stage (EYFS). She reflects on her practice so that she can make improvements for the benefit of the children in her care. The uniqueness of each child is valued and meaningful support is given to children with English as an additional language. The childminder is willing to work with other agencies to meet children's individual needs. Children's welfare is given a high priority and their learning experiences are varied and enjoyable.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the Early Years Foundation Stage with particular reference to the observation and assessment of individual children so that activities build on what children know, understand and can do and support their progress towards the early learning goals
- ensure that parents have regular opportunities to contribute to their children's assessment records.

The leadership and management of the early years provision

All children are welcomed into the childminder's home and their cultural and linguistic differences are valued. The childminder is developing a system of self-evaluation as she is keen to identify areas for improvement and recognise the strengths of the provision. She conscientiously reflects on her work and recommendations from the last inspection have been successfully addressed. The

EYFS is her focus for further learning.

Parents give glowing feedback about the provision saying that it is 'a stimulating environment in a homely environment' and that there is 'a good variety of toys, books and activities'. The childminder knows children and their families very well. She gathers extensive information from parents and carers before children start so that she knows the children's individual interests and needs. The settling-in process enables children to feel secure. The childminder continues to work closely with parents to ensure the individual needs of children are consistently met. She makes observations of children's progress and achievements with good use of photographs, although, parents do not yet contribute to their children's records. The childminder is a very experienced and shows a great commitment to her work with children.

Children are well supervised and the childminder has a sound understanding of her role in protecting children from harm. She has a professional framework of policies and procedures which are followed conscientiously to safeguard the children in her care. Parents are made aware of her responsibilities. Risks are minimised as the childminder carries out regular risk assessments of her home and appropriate safety equipment is in place.

The quality and standards of the early years provision

Children learn about a healthy lifestyle as they have plenty of fresh air and physical exercise. They go on local walks, for example, learning about the natural environment on picnics in the nearby country park and they have regular outdoor activities in the childminder's well-equipped garden. Parents provide meals and snacks so that children are well nourished and the childminder rigorously follows hygiene procedures. She ensures that drinks are always available. Mealtimes are pleasant occasions when children sit together with the childminder and learn social skills. Children learn about road safety on local outings. Expectations of behaviour are age-appropriate and children receive plenty of praise and encouragement to promote their confidence and self-esteem.

The childminder develops warm, affectionate relationships with the young children in her care. Their emotional needs are well met. Children receive plenty of cuddles and sensitive personal care. They 'snuggle in' for favourite stories such as 'The Hungry Caterpillar'. Children's early communication skills are very well supported as the childminder talks to them about what they are doing, extending their vocabulary and having fun with sounds as, for example, the childminder asks what the lion does. The childminder is attentive to the individual needs of all the children, including children who are learning English as an additional language. She works closely with parents, learning some key words in children's home language and exchanging information about their developing vocabulary. Children's independence is fostered as they follow their own interests, selecting toys and books from a range of boxes and shelves at child height in the bright, welcoming playroom. Counting and problem solving are a part of everyday practical activities.

Children have good opportunities to learn and develop through a balanced range

of adult- and child-led activities that reflect their interests and capabilities. They are well supported by the childminder as she has a sound knowledge and understanding of how children learn and make progress towards the early learning goals. She makes good use of community groups to extend children's activities and their social development.

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
---	-----

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

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.