

Inspection report for early years provision

Unique reference number	222278
Inspection date	03/02/2009
Inspector	Emma Bright
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 1992. She lives with her two grown-up children in Cambridge. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. Access to the premises is via two steps. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder is registered to care for a maximum of five children at any one time; she is currently minding three children in the early years age group, one of whom attends on a full-time basis.

The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has no pets. The childminder supports children with disabilities and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time in her care and the childminder recognises the uniqueness of each child and makes sure she promotes inclusive practice for all. The childminder provides a warm and welcoming environment for children; they enjoy a broad range of activities and challenging experiences which effectively meets their needs and helps them to make good progress. Effective systems are in place to evaluate the care and education provided which enables the childminder to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop children's assessment records further to ensure that parents contribute what they know about their child in order to improve planning for the next steps in children's learning
- develop further opportunities for children to use their home language in their play and learning.

The leadership and management of the early years provision

All documentation is well-organised and regularly updated in order to promote the welfare of children. A good range of policies and procedures are in place to safeguard children; the childminder has attended advanced training in child protection and this knowledge is underpinned by a clear policy which is shared with parents and this means children are kept safe from harm. Thorough written risk assessments are carried out by the childminder to identify any hazards and she

makes sure children understand how to stay safe.

The childminder organises space and play resources effectively to meet children's needs; she has a good knowledge and understanding of child development which enables her to provide good quality care. The childminder is beginning to reflect on her practice and demonstrates a clear commitment to continual improvement to develop her provision further. In addition, she regularly attends a wide range of training courses which means children benefit from her up-to-date knowledge and skills.

The childminder works well in partnership with parents and carers to ensure children's individual needs are fully met. Written feedback from parents demonstrates their high regard for the childminder. Good information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs, and this means they settle readily and feel secure. The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure to be left in her care.

The quality and standards of the early years provision

Children are provided with good opportunities and experiences to help them make progress across all areas of learning and development. The childminder has a good understanding of promoting learning through play and fully encourages children to explore their play environment and select their own toys and resources. The planning of activities is child-led and the childminder has begun to record observations of children's learning together with photographs and examples of their work. However, parents do not contribute to these records to help build on what children know and identify the next steps in their learning.

The childminder knows the children, their abilities and interests very well; they readily select resources to support their play and this promotes their confidence and independence. She provides an inclusive environment where each child is valued and they are clearly relaxed and comfortable in her nurturing care. For example, children enjoy being close to the childminder as they look at books together. This encourages early reading skills and helps children to develop an appreciation of books. The childminder develops children's learning by introducing mathematical concepts such as counting and colour recognition in their play and when out on walks. Through practical activities, children develop their awareness of counting and numbers, and they competently sort pencils and crayons into two groups. These simple activities lay the foundations to support the children's future economic well-being.

Children are developing their early literacy and communication skills because the childminder makes sure they have lots of opportunities to promote these skills. For example, children readily make marks to represent their ideas as they experiment with different coloured crayons. Children enjoy developing their musical skills as they explore and play musical instruments; they confidently instruct adults how to play the harmonica and hand out 'boom boom booms' to play the drums with.

Children gain awareness of the wider community as they visit places such as the library and other local activity groups.

Children are learning how to keep themselves safe; they practice the emergency evacuation plan and talk about road safety when they are out on walks. The childminder keeps a 'fire drill record book' in which she records details such as the children present and the time taken to evacuate. The childminder then adds comments and suggestions to improve the procedure at the next practice. The childminder ensures she can respond appropriately if a child becomes ill or has an accident and she has completed a relevant first aid course. She also attends additional training on health needs in order to fully promote children's good health. The childminder gathers clear information from parents about children's dietary requirements and this ensures children can eat safely.

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

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.