

Inspection report for early years provision

Unique reference number	222016
Inspection date	25/02/2009
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 husband and two adult children in a village near to Cambridge, Cambridgeshire. 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 on one level.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. When working with an assistant she may care for five children in the early years age range. She is currently minding five children in this age group, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has one dog. The childminder supports children with English as an additional language and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Effective partnerships with parents ensure that children's needs are met. The childminder provides a broad range of learning opportunities for each child which enables them to make good progress in relation to their starting points. The childminder is aware of the strengths and areas for improvement and evaluates the provision to ensure continual improvement. The childminder recognises each child's individual needs and makes sure she promotes inclusive practice so that all children feel secure and valued.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessments for each child in order to record their achievements, interests and learning styles. Ensure that parents have opportunities to contribute what they know about their child
- develop further opportunities for children to use their home language in their play and learning.

The leadership and management of the early years provision

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 range of training courses which means children benefit from her up-to-date knowledge and skills.

The childminder is sensitive to children's individual personalities when settling them to in her home, ensuring that they are happy and feel secure to be left in her care. 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 and the service she provides. 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.

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 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 quality and standards of the early years provision

The childminder understands how young children learn and this enables her to provide a good range of experiences and activities to support each child's learning and development. Planning is in place and is flexible so that it can be adapted to focus on and extend children's interests. The childminder has begun to record each child's achievements through observations and photographs. This shows how children are making good progress in their learning and development. Although the childminder makes observations they are not used to systematically to record children's achievements and identify the next steps in their learning.

The childminder knows the children, their abilities and interests well; they 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 and they laugh together as they play tickling games. The childminder develops children's learning by introducing mathematical concepts such as counting and colour recognition in their play and when out on walks. They operate simple equipment such as push and play or pop-up toys. 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 make marks to represent their ideas and they dictate captions to the childminder giving meaning to their marks. Children gain awareness of the wider community as they visit local amenities and they begin to know about their own cultures and those of others. However, children learning English as an additional language have fewer opportunities to develop and use their home

language in their play and learning. Children learn about responsible behaviour; they share and are kind to each other because the childminder is consistent and promotes positive behaviour.

Children are learning how to keep themselves safe; they practise the emergency evacuation plan and talk about road safety when they are out on walks. Young children know they have to be careful on the stairs and explain that they 'come down slowly'. 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 gathers clear information from parents about children's dietary requirements and this ensures children can eat safely. The childminder ensures that children have opportunities for physical exercise; for example, they practise their large muscle skills as they run around in the garden or local park and they benefit from lots of fresh air on their daily walks to school.

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:

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:

- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (also applies to the voluntary part of the childcare register)
(Procedures for dealing with complaints)

31/03/2009

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 part of the childcare register (Procedures for dealing with complaints).

31/03/2009

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

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.