

Inspection report for early years provision

Unique reference number	222507
Inspection date	10/02/2009
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 has been registered since 1995. She lives with her family, which includes teenage children, in a village to the north of Cambridge. The ground floor area of her home is mainly used for childminding. Toilet facilities are on the first floor. There is an enclosed outdoor play area.

The childminder is registered on the Early Years Register. She also makes provision for children older than the early years group and she is registered on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years of age at any one time and she is currently caring for three children under five years on a part-time basis. She walks to and from local schools. The family has a dog.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a good knowledge and understanding of child development and she is developing her understanding of the Early Years Foundation Stage (EYFS). Partnership with parents and carers is very effective in providing consistency of care. Children's welfare is given a high priority and their uniqueness is valued. The childminder is willing to work with other agencies to meet children's individual needs and she encourages respect for cultural diversity. The childminder has begun a process of self-evaluation and has identified areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop assessment records so that activities build on what children know, understand and can do and support their progress towards the early learning goals
- develop resources and activities which help children to learn about their differences and similarities and about diversity in the wider world.

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

- develop risk assessment systems, ensuring that the record states when it was carried out, by whom, the date of review and any action to be taken (Suitable premises, environment and equipment: also applies to the compulsory and voluntary parts of the Childcare Register).

06/03/2009

The leadership and management of the early years provision

The childminder is experienced, well-qualified and open to new learning. She has begun to evaluate her practice so that she can recognise the strengths of the provision and identify areas for improvement. Recommendations from the last inspection have been successfully addressed. All children are welcomed into the provision but the childminder recognises that the active promotion of respect for differences in ethnicity, culture and language remains an area for further development. The childminder is currently developing her knowledge and understanding of the Early Years Foundation Stage.

Parents give glowing feedback about the provision saying that there is a 'good range of activities both indoor and outdoor' and that their children are 'treated as one of the family'. The childminder knows children and their families very well and she gathers good information from parents about their child before they start so that she knows children's individual interests and needs. Therefore, she develops secure relationships with children and parents. Written information and verbal feedback ensures that parents are well informed about their children's progress. The childminder has begun to make observations of children's progress and achievements with good use of photographs.

Children are very 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 and appropriate equipment is in place to minimise risks. However, written records of risk assessments carried out in the home and on outings are not yet maintained and reviewed. The childminder limits the number of children she cares for in order to give them plenty of attention.

The quality and standards of the early years provision

Children are provided with a good range of activities and experiences to help them make progress across all areas of learning. The childminder has a sound understanding of how children learn from active play and exploration. She informally plans learning experiences for the children but is also flexible and spontaneous, for example, ensuring that children have plenty of fun in the snow, building a snow man, with all the family joining in. The childminder is developing a system of observation and assessment but observations are not yet used routinely to plan for children's next steps in learning. Good use is made of community groups and resources to extend children's experiences and promote their social development.

The childminder develops warm, affectionate relationships with the young children in her care. Their emotional needs are well-met as they receive plenty of cuddles and support and parents are pleased that 'there is lots of time to snuggle and read stories', such as *The Hungry Caterpillar*. Children's early communication skills are encouraged as the childminder talks to them about what they are doing, extending

their vocabulary and having fun with sounds as they enjoy the duck book. The childminder joins in imaginative games as the children make cups of tea and they laugh excitedly as they learn to push the 'toast' in the toaster and watch it pop up. Children learn about numbers and problem solving in practical everyday activities and these skills will contribute to their future economic well-being. They are treated with great respect and the childminder supports their independence giving them plenty of opportunities to make their own choices in the welcoming environment.

Children learn about a healthy lifestyle as they have plenty of fresh air and physical exercise, visiting local parks, walking to local groups and playing in the childminder's garden. Children are well-nourished as the parents provide their meals and the childminder provides snacks which include healthy options such as fruit. Drinks are always available. Parents appreciate the childminder's support in ensuring that their 'children are encouraged to sit down for lunch and eat with the other children' so that meals are pleasant social occasions when children learn social skills. Expectations of behaviour are age-appropriate and children receive plenty of praise and encouragement.

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?	3
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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment).

06/03/2009

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:

- taken action as specified in the early years section of the report (Suitability and safety of premises and equipment).

06/03/2009

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.