

## Inspection report for early years provision

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<b>Unique reference number</b>	222524
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Anna Davies
<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 was registered in 1990. She lives with her husband and one adult child in a small village just outside of Huntingdon, Cambridgeshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access into and out of the childminder's home is at ground level. Toilet facilities are situated on the first floor.

The childminder is registered on the Early Years Register to care for a maximum of six children at any one time. There are currently six children on roll, four of whom are within the early years age range. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder supports children who speak English as an additional language. The house is within walking distance of local amenities, such as schools, the library, shops and parks. The family has one cat.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are safe and secure at all times and are offered a good range of activities to help them make progress in their learning and development. Assessment procedures have been established and are generally effective. Good partnerships with parents and carers and generally those with other settings also providing the Early Years Foundation Stage (EYFS), help to ensure that all children feel settled, valued and have their individual needs met.

The childminder has a very positive and enthusiastic attitude towards maintaining continuous improvement and this is demonstrated by the good progress made since the last inspection, particularly with regards the maintenance of required documentation. She is able to identify clear and realistic areas for future development through careful and considered self-evaluation.

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

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

- develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development
- develop assessment procedures, this relates to gathering more observations on what children are doing in their day-to-day activities, recording children's next steps of learning and ensuring that parents and carers have further opportunities to contribute to the assessment records.

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

- obtain information about who has legal contact with
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the child and who has parental responsibility for the child. (Safeguarding and promoting children's welfare)

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

The childminder's day and home environment is well organised to help children learn and enjoy the time they spend with her. She demonstrates inclusive practice by valuing and promoting children's cultural backgrounds and varying ages and abilities. For example, many different multicultural festivals are celebrated and parents play a big part in this, providing traditional foods for tasting and information about the celebrations. Documentation is well organised and written policies and procedures are effective in promoting children's health, safety and welfare. The childminder has a secure awareness of safeguarding procedures and she shares her written policy with all parents. She is committed to improving her knowledge and awareness of relevant issues such as safeguarding through further training, and is awaiting to attend equal opportunities training. She ensures children's safety by undertaking thorough risk assessments of her premises, garden and all outings and by providing close supervision at all times. As a result, children are cared for in a safe, secure environment where potential risks have been effectively minimised.

The childminder has a clear and realistic awareness of her own provision and identifies areas for improvement where necessary. This is achieved through clear self-evaluation systems and regular visits from the early years advisors. The childminder has made many improvements since the last inspection, all of which have had a positive impact on the care offered to children. For example, children's records and contracts are now well maintained and up-to-date which underpins the care offered.

The childminder works in close partnership with parents with regards to the sharing of information. However, she has not obtained information about who has legal contact with the child and who has parental responsibility for the child. Parents are given good quality written information about the provision including policies and procedures, and they have access to children's assessment scrapbooks. Information is shared verbally and daily diaries for the youngest children give parents an idea about their children's activities and routines. Parents speak highly of both the standard of care and friendly atmosphere provided for their children. The childminder has considered how to work effectively with other providers who also provide care for the children she minds, but this process has yet to be fully effective.

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

The childminder plans and provides a good range of activities and play equipment to engage children's interest and help them to make progress in all areas of learning. She has introduced scrapbooks where observations are recorded relating to the photographs and examples of children's work that are included. However,

there are few observations recorded on what children are doing in their day-to-day activities. The childminder has a good understanding of where individual children are in their learning and uses this knowledge effectively when supporting their play and activities to promote their next steps. For example, she supports younger children's early language development by modelling and repeating key words and holding 'conversations' on the toy telephone with them. However, these next steps and information from parents with regards to what their children know and can do, are not recorded to ensure that the assessment process is fully effective.

Children are happy and settled in the childminder's care and they have developed warm and positive relationships with her. They move freely between different activities and are motivated to learn because of the childminder's positive interaction; she is enthusiastic and loving with the children, asking questions and constantly praising and encouraging them as they play. This promotes their self-esteem and feelings of self-worth. Children are encouraged to develop an early interest in reading through regular trips to the library and well-read story times at the childminder's home. Children learn about cause and effect as they use 'push-and-go' toys. They problem solve as they attempt to find lost toys and recall that they went underneath the sofa. Number activities are weaved into everyday activities, such as looking at house numbers when out and counting stairs. Children are beginning to recognise themselves, for example, as they look in the mirror pointing to their facial features. They have opportunities to engage in exploratory play, such as shaving foam, leaves and snow. Children have regular opportunities for physical play, visiting the park, taking part in action songs and weekly visits to the local gym where they develop their balance and co-ordination skills. Their creativity is valued through many art and craft activities as well as imaginative play resources.

Children learn how to keep themselves safe as the childminder ensures they learn about crossing the road safely and understand about safe travelling in the car. Children begin to understand the importance of good personal hygiene as they wash their hands before eating, after toileting and coming in from outside and observe reminder posters to do this. The childminder's home is very clean and well maintained and she follows effective procedures to ensure that the risk of cross-contamination is minimised, for example, when changing nappies or preparing snacks for children. Food for younger children is generally provided by parents and the childminder works with them to ensure that children enjoy a balanced variety of foods. Snacks provided by the childminder for older children are nutritious, for example, vegetable sticks, fruit, crumpets and yoghurts and they begin to understand about a healthy lifestyle through activities and discussions. Effective records of accidents and the administration of any medication are maintained which safeguards children's welfare.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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:

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.