

Inspection report for early years provision

Unique reference number	505289
Inspection date	02/02/2009
Inspector	Anna Davies
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 1997. She lives with her husband and two children aged eight and 11 years in a town just outside of Peterborough, 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 and there are downstairs toilet facilities.

The childminder is registered on the Early Years Register to care for a maximum of six children at any one time. There are currently 16 children on roll, seven of whom are within the early years age range and attend on a part-time basis. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The house is within walking distance of local amenities such as schools, the library, shops and parks. The family has no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides effectively for children in the Early Years Foundation Stage; she has a good understanding of the welfare requirements and planning and assessment requirements although these require further development to be fully effective. 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. There are some informal systems in place to enable the childminder to monitor and evaluate her provision and she demonstrates commitment to keeping her own knowledge and understanding refreshed and up-to-date through regular training. Good quality information is shared between the parents and childminder who have a close, working relationship which helps to provide continuity of care for the children.

What steps need to be taken to improve provision further?

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

- develop assessment procedures, this relates to ensuring that developmental records are individual to each child and observations and assessments are linked to the early learning goals to demonstrate the progress they are making
- develop the use of systems to self-evaluate the provision and identify strengths and priorities for further development.

The leadership and management of the early years provision

Documentation is well organised and written policies and procedures are effective in promoting children's health, safety and welfare. The childminder has a very 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 and the implementation of the Early Year Foundation Stage (EYFS) through further training. She ensures children's safety by undertaking thorough risk assessments of her premises and all outings undertaken with children. As a result, potential risks have been identified and effectively minimised which means children are cared for in a safe environment.

The childminder is beginning to understand what is required for self-evaluation and has some informal systems in place, such as attending relevant training opportunities and discussing good practice with other registered childminders. However, these systems are not yet robust in enabling the childminder to identify specific key strengths and areas that she wishes to further develop. She has taken positive action to address recommendations made at the last inspection which has helped to further promote children's health and safety and demonstrates a positive commitment to further enhancing her provision.

Parents receive good amounts of information about the childminding service and their child's care and education. They are provided with copies of policies and procedures, and share daily discussions with the childminder about what their children have enjoyed doing, and any aspects of their learning at home that the parents feel they would like the childminder to further promote. Daily diaries provide further information for parents of younger children, about their activities and routines. Children's individual progress records provide parents with information about their child's development and achievements. The childminder spends time talking to parents and gathering information before a child starts. This enables her to find out about children's interests and starting points and she is then able to plan and provide appropriate activities and resources to support each child.

The quality and standards of the early years provision

Children are consistently offered good opportunities and a range of activities that enables them to make good progress across all areas of learning and development. The childminder is able to respond to children's interests and their individual developmental needs because the planning is flexible. For example, children delight in seeing that snow has fallen and cannot wait to go outside to toboggan and look at their footprints. Assessment arrangements are fairly well established; regular observations are made and recorded for each child and this information is used effectively to identify children's next steps of learning and to inform the future planning of activities. However, although separate for each child, these records are all stored in one book, making it difficult to share with children's parents in a confidential manner. Observations and assessments are clearly linked to the areas of learning. However, they are not linked to the early learning goals to ensure that progress towards them can be demonstrated effectively.

Children gain much confidence from the childminder's effective support and enthusiasm as they play. She has a good understanding of how children learn, giving them time to explore their own ideas and think for themselves for example, when they discuss how to rebuild the helicopter pad and where to fit pieces together to ensure that the toy helicopter is able to land. Toys and resources are

organised well in the designated playroom, enabling children of all ages to make independent choices about what they wish to play with. Children are eager to relive past favourite activities such as dragon dancing in celebration of Chinese New Year; they look at videos and photographs on the digital camera and go under a blanket, working together to move around the room pretending to be a dragon. The childminder is adept at introducing problem solving, reasoning and numeracy skills into everyday activities such as observing house numbers on doors and using simple programmes on the computer. Stories and songs are promoted effectively which encourages children's language development. Children are very interested in their environment, carefully handling a piece of ice observing that it is 'watering' and 'melting' and looking for spiders on their way home from the school run. Younger children begin to understand cause and effect as they turn the handle in anticipation of the jack-in-the-box. Children enjoy regular physical activity as they are encouraged to run, jump, hop, use large play equipment and develop balance and co-ordination skills, for example as they try to balance a soft ball on their feet for longer than the childminder. Children's creativity is valued. For example, they enjoy music sessions, learning to keep a beat with a homemade drum and listening to the sounds they create on a toy guitar.

Children learn how to keep themselves safe as the childminder supports them when climbing into chairs and encourages them to develop their awareness of road safety when out in the local environment. All children begin to understand the importance of good personal hygiene as they wash their hands before eating snack. The childminder works with parents to ensure that healthy eating is promoted. Snacks provided by the childminder such as raisins, dried mango and apricots encourage children to develop their tastes and they are able to help themselves to their personal beakers when they need a drink of water, ensuring they remain well hydrated. Effective records of accidents and the administration of any medication are maintained which safeguards children's welfare. Positive behaviour is promoted through the childminder's calm and consistent approach. The childminder encourages children to use manners, share and take turns and as a result of the childminder's effective role modelling in this aspect, children spontaneously thank their friends for sharing and show consideration for their feelings.

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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.