

Inspection report for early years provision

Unique reference number	EY343888
Inspection date	15/05/2009
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 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 2007. She lives with her husband and four children, one is aged 11 and three are grown-up in a village near Cambridge, Cambridgeshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is via a small step.

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 on her own and a total of eight children when she is working with another childminder. She is currently minding three children in this age group, all of whom attend on a part-time basis. 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 two dogs, two cats and one snake. Outdoors there are Koi carp in a secure pond and canaries in an aviary. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Most of the required documentation to promote children's welfare is in place. The childminder provides a sufficient range of activities to help children make satisfactory progress in their learning and development. The childminder is aware of the strengths and areas for improvement of her provision. The childminder works with parents to ensure children are settled in her care; she recognises each child's individual needs which help them to feel secure.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the learning and development requirements in the framework for the Early Years Foundation Stage in order to effectively support and extend each child's learning in all areas
- 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 so that records can be used to build on what children can do and identify the next steps in their learning
- develop knowledge of inclusive practice and linguistic diversity to ensure that children can use their home language in their play and learning
- develop the self evaluation process to show how outcomes for children can be improved
- ensure that all records are effectively organised so that they are easily accessible.

The leadership and management of the early years provision

The childminding provision is suitably organised and most documentation is in place to promote the welfare of children. However, some documentation is incomplete and disorganised, which means that children's welfare is potentially affected in an emergency. Written risk assessments are carried out by the childminder to identify any hazards and she makes sure children understand how to stay safe both inside, outside or whilst on outings. The childminder understands her role in safeguarding children and is aware of the appropriate procedures to put into practice when necessary to keep children safe from harm.

The childminder has sound relationships with parents; she gathers information from them so that she has an awareness of children's individual interests and needs and can provide a consistency of care. The childminder gives verbal feedback each day so that parents are informed of their child's progress. The childminder is beginning to identify some areas of strength and areas which require development. However, the system for monitoring and evaluating the provision is not effective as positive outcomes for children are not clearly identified.

The quality and standards of the early years provision

The childminder understands children's individual abilities and interests; children enjoy their activities with the childminder and they take part in suitable play opportunities that help them to learn and develop. However, the childminder does not have a clear enough knowledge and understanding of learning and development requirements of the Early Years Foundation Stage to effectively support and extend each child's learning and development. The childminder is developing written assessments in order to record children's progress. However, they do not clearly identify what children can do and parents do not contribute to these records to help build on what children know and identify the next steps in their learning.

Children develop their small muscle skills with activities such as drawing, gluing and cutting, and they thread string through small holes in wooden shapes demonstrating good coordination. Children chat readily with the childminder and one another; they discuss how eating healthy food makes you have 'big muscles' so that they can 'build houses'. They enjoy opportunities to develop early writing skills, for example, children readily make marks to represent their ideas and explain that they like to draw 'racing cars'. Children are developing mathematical skills in their play; they count six wheels on a bus and match pictures in games of 'Pairs' and shout 'snap' when they know they are the same. These simple activities lay the foundations to support the children's future economic well-being.

Children are developing independence skills as they help themselves to toys and they are encouraged to learn about sharing and taking turns. Children gain some 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 enjoy opportunities for fresh air and exercise as they walk to school or run around in the garden. The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings; children explain that they 'hold hands' on outings and when they cross the road they 'look left, right, left'. The childminder gathers information from parents about children's dietary requirements and this ensures children can eat safely. The childminder is aware of her responsibilities to safeguard children. She ensures she can respond appropriately if a child becomes ill or has an accident and she has completed a relevant first aid course.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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 for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 15/07/2009
- 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 (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 15/07/2009

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 (Arrangements for safeguarding children) (also applies to the compulsory part of the Childcare Register). 15/07/2009
- take action as specified in the compulsory part of the childcare register (Procedures for dealing with complaints) (also applies to the compulsory part of the Childcare Register). 15/07/2009