

Inspection report for early years provision

Unique reference number	EY377947
Inspection date	08/04/2009
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 2008. She lives with her partner and one child aged four years in a village close to March, 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 five children under eight years at any one time. There are currently ten children on roll, four of whom are within the early years age range. She also offers care to children aged over five years to 10 years. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The house is within walking distance of local amenities such as local parent/toddler groups, schools, shops and parks. The family have no pets.

The childminder is a member of the National Childminding Association (NCMA) and is working towards the Early Years and Childcare Quality Framework.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder creates a very safe, clean and welcoming environment for children. She promotes inclusive practice, treating all children as individuals and respecting their individual needs and choices through the activities and generally the resources that she provides. Systems to monitor children's progress and achievements have been introduced, although these are in the early stages of development. The childminder provides parents with good information about the service she offers, the activities she provides and the children's care.

Although this is the childminder's first inspection since registration she demonstrates a commitment to further improving and developing the provision for all children; she has effective systems in place to monitor and evaluate her practice and is able to clearly identify key strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- enable parents further opportunities to contribute to their children's assessment records, this relates to being able to share what they know about their children's learning and development at home so that this information can be used when planning children's next steps
- develop the range of toys, resources and images that reflect diversity
- develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development.

The leadership and management of the early years provision

The childminder's home is suitably organised so that children have access to a good range of toys and resources both from those laid out downstairs and those stored in the spare room upstairs.

All 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 ensures children's safety by undertaking thorough risk assessments of her premises and garden as well as any outings conducted with the children. This is the childminder's first inspection since registering. However, it is clear that she has a realistic awareness of her own provision and identifies areas for improvement through the effective self-evaluation systems that are in place and is working towards the successful completion of a quality assurance scheme. The childminder has invested much time since registration ensuring that she is meeting the requirements of the Early Years Foundation Stage (EYFS) and has taken positive action to address issues discussed at her registration visit in order to further promote children's safety. For example, the oil tank in the garden has been made inaccessible to children and blind cords have been secured to ensure they do not pose a danger to children as they move around the home.

The childminder has established good partnerships with parents. They are given good quality written information about the provision including policies and procedures, and they have access to all written records. Information is shared verbally and daily diaries give parents an idea about their children's activities and routines. However, partnerships with other providers also delivering the EYFS to children in the childminder's care, have yet to be fully established to further promote and support children's learning and development between settings. Parents speak highly of the care offered by the childminder.

The quality and standards of the early years provision

Children make good progress in all areas of learning because the childminder has a secure understanding of the EYFS and carefully plans a stimulating range of activities to support their learning and development. Individual learning journeys are in place where observations are beginning to be recorded and next steps identified. EYFS Tracker books monitor the progress children are making towards the early learning goals. The childminder demonstrates a secure understanding of how these systems are used to promote individualised learning.

Children move freely between the different areas of the childminder's home, for example as they use play dough in the kitchen, eat snacks in the dining room and enjoy small world play in the lounge. They confidently express their needs and requests to the childminder and are happy and settled in her care. Opportunities for them to become confident in communicating, literacy and numeracy are provided routinely in play and activities. For example, at snack time the

childminder promotes discussion about the fruit they are eating for example the pips inside and encourages them to count out loud as she cuts the banana into pieces. The childminder interacts positively with children asking questions and engaging them in conversation to support and promote their language and communication skills. They are gaining an appreciation of different cultures and traditions as they celebrate key festivals such as Halloween and Chinese New Year. However, the range of toys and resources reflecting diversity is more limited which does not ensure consistent messages about diversity are promoted through their everyday play. Children's creativity is valued through a good range of activities such as arts and crafts, dressing up, role play and cooking as well as through outdoor activities such as making starfish in the snow.

The childminder is very aware of her responsibility to safeguard and promote the welfare of children. She provides a very safe, clean and well-maintained home for children to relax and play in comfortably. Outdoor shoes are removed which ensures that children are able to play on clean floors. She actively encourages children to keep themselves well and safe from harm, by practising fire safety evacuations and discussing with them the importance of washing their hands for example, before eating meals and snacks and after using the toilet. Their health is promoted through the provision of healthy snacks and meals and they are able help themselves to their personal beakers when they need a drink. The childminder ensures she can respond appropriately if children are ill or have an accident, for example, she holds a valid first aid qualification and keeps all documentation relating to medication and accidents, up to date. Children play well together, they are learning to share and take turns and are encouraged to use good manners such as waiting for their friends before beginning to eat. Children are proud of their sticker charts that reward good behaviour. This promotes their self-esteem and positive behaviour.

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:	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 registration.

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.