

Inspection report for early years provision

Unique reference number	EY381397
Inspection date	23/04/2009
Inspector	Veronica Sharpe
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 has been registered since October 2008. She lives with her partner in a residential area close to Cambridge city centre and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. When working with an assistant she can accept up to seven children under eight years, of these, five can be within the early years age group. There are currently six children on roll all of whom are within the early years age group. The childminder is able to offer overnight care for up to two children under eight years.

Minded children mainly use the ground floor of the home, with first floor bedrooms available for sleeping. There is an enclosed back garden for outdoor play. Parks and a recreation ground are in walking distance. The family has four cats.

The childminder has a Level 3 qualification and has worked as a senior practitioner in a variety of settings. She is a member of the National Childminding Association and is able to accept children eligible for early years funding.

Overall effectiveness of the early years provision

The quality of the provision is good overall with some outstanding elements. Children's health is promoted exceptionally well, as is their safety both within the setting and on outings. All other aspects of their welfare are successfully catered for. The childminder understands the individual and diverse ways that children learn and develop so they make good progress towards the early learning goals. In addition she is highly effective in helping children integrate into the setting and understand the society in which we live. The childminder has undertaken a comprehensive self-evaluation that clearly identifies the many strengths of the provision, thereby ensuring the quality is maintained.

What steps need to be taken to improve provision further?

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

- ensure children's records are kept fully confidential
- develop further the use of observations and assessments to identify learning priorities and plan motivating and relevant learning experiences for each child that effectively cover all the area of learning.

The leadership and management of the early years provision

The childminder maintains an effective relationship with parents and encourages two-way communication. She seeks parents' views and collects detailed information about children's individual needs so she can offer care that takes into account children's unique abilities and interests. Parents speak positively about the

quality of the care and have good opportunities to contribute to their children's learning and development. Documentation is completed well and comprehensive policies and procedures are shared with parents so they have a clear idea of the expectations of care. An informative notice board within the setting keeps parents up-to-date with activities and events. Most records take into account confidentiality and are only shared with children's parents, however, occasionally other children are named in the individual records of development so a few entries do not fully maintain families' right to privacy.

The childminder is committed to improving her own knowledge and frequently attends courses and workshops that enhance her ability to provide a safe and inclusive environment for all children. Her extensive training and experience in working with children who have learning difficulties and/or disabilities enables her to offer a provision that is flexible and adaptable and therefore meets all children's individual needs very well. Plentiful resources, such as world maps, 'small-world' toys, books and games show children positive images of diversity to increase their understanding of the wider world. The setting's self-evaluation uses the views of the practitioners, parents and children when determining the strengths of the provision. This ensures continuous improvement for the future.

The childminder and her assistant have a sound understanding of the Local Safeguarding Children Board procedures and have written policies and procedures to ensure parents understand about their responsibilities to keep children safe from harm. Extensive risk assessments take into account all aspects of children's safety, for instance, making sure proposed outings are safe in advance. Daily checks of the premises and regular cleaning routines for equipment and resources ensure all risks to children are effectively minimised.

The quality and standards of the early years provision

Children enjoy a wide variety of activities and learning opportunities and therefore make good progress towards the early learning goals. The childminder and her assistant organise their home effectively to ensure children freely access a wide range of age appropriate resources. Boxes containing additional resources are clearly labelled so children can easily identify what they need in order to independently extend their play. Observations and assessments have been established, although these are not yet used effectively enough to ensure children progress to their full potential in all the areas of learning. However, the childminder knows the children well and responds to their spontaneous wishes with enthusiasm, which ensures children have ample learning opportunities overall and enjoy their time in the setting.

All children are welcomed into the homely environment, which is prepared each day for their arrival. Children's artwork is cheerfully displayed, which promotes their sense of belonging. To promote inclusion, the childminder encourages the use of simple sign language, which helps children of differing ages and abilities communicate effectively. Children play together confidently and show they enjoy each other's company, for example, they work closely filling and emptying containers at the sand tray, and take turns on the slide. Story telling and nursery

rhymes encourage children's language skills and they enjoy visits to local groups to join in with songs and music making in a social setting. The childminder and her assistant carefully monitor children's behaviour to ensure high standards are maintained, for instance, explaining to children why climbing up the slide is not a good idea. This establishes clear boundaries so children know what to expect.

The childminder has exceptional systems in place that help to maintain children's health and well being. Menus are carefully planned to ensure meals meet children's nutritional needs and food is always fresh and healthy. Children learn about their 'five-a-day' and explore new foods as they plan menus, help to prepare snacks or visit the local shop to choose their meal. Children freely access water from their own named beakers as they play, helping to improve their concentration and general well-being. Active exercise takes place on a daily basis as children visit local parks to use challenging equipment, or jump in puddles on rainy days.

Children's safety is given a high priority both in the setting and on outings. The childminder and her assistant supervise children closely as they play active games to ensure they stay safe. On outings children learn to keep themselves safe as they cross roads or feed the ducks at the riverside. Detailed records are kept of the emergency evacuation procedures to ensure potential problems can be addressed. Any accidents are appropriately recorded and shared with parents and the childminder maintains her first aid certificate so she can give any necessary treatment.

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?	1
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?	1

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?	1
How well are children helped to be healthy?	1
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

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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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