

Inspection report for early years provision

Unique reference number	258042
Inspection date	30/04/2009
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 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 1987. She lives with her partner and adult son in a village between Huntingdon and 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 under eight years at any one time. There are currently 17 children on roll, six of whom are within the early years age range. All of the children attend on a part-time basis. She also offers care to children aged over five years to 11 years and is also registered on the compulsory and voluntary parts of the Childcare Register. She supports children who have English as an additional language. The house is within walking distance of local amenities such as schools, the mobile library, shops and parks. The family have two dogs, one cat, four tortoises and a rabbit.

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 satisfactory. The childminder creates a warm and welcoming environment for children; they are happy and settled in her care. Children are provided with a good range of activities and share warm relationships with the childminder, although effective assessment procedures are not yet fully established to ensure that all children's learning potential is fulfilled. There are sound partnerships with parents which ensures that they are kept appropriately informed of most aspects of the service offered and their child's care and learning.

The childminder has a positive approach to feedback and has developed suitable systems to enable her to reflect on her practice, identifying areas of strength and those that she wishes to further develop.

What steps need to be taken to improve provision further?

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

- develop assessment arrangements, this relates to obtaining information about children's starting points in relation to their learning and development and ensuring that observations and children's identified next steps cover all six areas of learning
- develop the risk assessment to ensure that it covers anything with which a child may come into contact.

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

- provide information to parents relating to the procedures to be followed in the event of a parent failing to collect a child at the appointed time and in the event of a child going missing (Safeguarding and promoting children's welfare).

14/05/2009

The leadership and management of the early years provision

The childminder's home is well organised to help children have opportunities to become independent as they freely access low-level toys and resources in the play room. Children are valued as individuals and examples of their work are displayed around the room as well as positive images to ensure that children receive consistent messages about diversity and inclusion.

Parents receive appropriate information about their children's care, through verbal feedback at the end of the day and for the youngest children, a daily record sheet is completed so that parents are aware of the sleep and food that they have had. Appropriate information is gathered as children settle in, to ensure that their needs can be met for example, their routines and likes and dislikes. However, less information is gathered in relation to their learning and development to enable the childminder to use this as a 'starting point' for the planning of activities to meet their learning needs. A good range of written policies and procedures are shared with parents. However, no information is shared relating to the procedures to be followed in the event of a parent failing to collect a child at the appointed time or in the event of a child going missing. Parents speak highly of the care offered, commenting that the children feel like they are part of the family. The childminder has built up a good relationship with the local school where children she cares for also attend the Reception class, in order that she may compliment the activities offered and support their learning for example, by sharing their reading books.

The childminder has sound self-evaluation systems in place to be able to identify her strengths and areas to develop in the future and is proactive in obtaining feedback from parents and children to ensure the provision meets the needs of its users. She is proactive in attending training initiatives to develop her knowledge about subjects such as equal opportunities and safeguarding. Recommendations made at the last inspection have been suitably addressed. For example, she has developed written policies and procedures for the use of the trampoline and swimming pool and the garden has been cleared to ensure that potential hazards have been removed. Children are suitably protected because the childminder has a secure understanding of the safeguarding procedures and knows what to do in the event of any concerns. Children are cared for within a safe environment as the childminder identifies any hazards within the home and on outings. However, the record of the risk assessment conducted on the premises does not contain enough detail to ensure that it covers everything with which a child may come into contact.

The quality and standards of the early years provision

Children are offered a good range of activities across all six areas of learning both in the childminder's home and through regular visits to local groups. She has a sound understanding of learning through play and supports children appropriately as they choose from the freely accessible toys and resources in her home. For example, she supports babies sense of exploration as they tip boxes of resources onto the floor and promotes their language development as she responds to their 'babbling' and repeats key words as he plays and hears familiar sounds in the environment such as birds. The childminder has begun to make observations on children's learning in their 'learning records' and is beginning to use this information to identify their next steps. However, as these are in the early days, they do not yet cover all areas of learning.

Children are happy and settled in the childminder's care, enjoying warm relationships with her for example, as they snuggle in closely to enjoy their milk feed or crawl to her as they play and interact. Children are particularly encouraged to be involved in the local community. For example, they have helped to design posters to encourage drivers in the village to keep the new ducklings safe. Older children are encouraged to learn about a healthy lifestyle and how this contributes towards their all round physical development. Babies have room and space to practise their early physical skills; they are encouraged to crawl and walk as the childminder gets down to their level giving them praise for their efforts. Regular walks and use of the garden and outdoor play equipment provides opportunities for physical activities and fresh air as well as opportunities to take care of the pet rabbit and tortoises. Children develop their creativity and imagination through using and expanding on ideas from books, through music, dance and role play as well as art and craft activities. They are encouraged to develop their knowledge and understanding about diversity through a suitable range of toys and resources, activities celebrating a range of festivals and through sensitive discussion.

Children's welfare is effectively promoted. The childminder provides children with a variety of healthy snacks and meals brought in by parents are stored appropriately to ensure the food provided is in a good condition to eat. Children are able to help themselves to drinks in personal cups or beakers at all times which promotes their good health. There are effective procedures in place to reduce the risk of cross-contamination. For example, children use flannels for drying their hands which are washed after every use and the childminder ensures that nappy changing procedures are hygienic by wearing disposable gloves and cleaning her hands with antibacterial gel after changing. Suitable procedures are in place for recording accidents and medication and the childminder ensures she is able to respond appropriately if children have an accident by having a valid first aid qualification. Children are encouraged to learn about keeping themselves safe for example as they practise regular evacuation procedures and safely walk to and from school using a 'walkadile' where children hold onto the fun rope, ensuring that they all stay safely together. The childminder has a good understanding of behaviour management strategies for different ages of children, with a focus on promoting positive behaviour through praise and encouragement.

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?	2
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:	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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