

## Inspection report for early years provision

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<b>Unique reference number</b>	222753
<b>Inspection date</b>	17/06/2009
<b>Inspector</b>	Margaret Elizabeth Roberts
<b>Type of setting</b>	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 1997. She lives with her grown up daughter in Cambridge. All of the home, except for the master bedroom is used and there is an enclosed garden for outdoor play. The family have two cats. The childminder is registered to care for a maximum of six children under the age of eight years. There are currently five children on roll, three of whom are in the Early Years Foundation Stage (EYFS). The childminder supports children with English as an additional language. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The childminder provides very effectively for children in the EYFS enabling them to make extremely good progress in their learning and development. Working closely with parents the childminder has an excellent knowledge of children's backgrounds and individual needs. Whilst attention is given to children's safety the garden area requires some maintenance. The rigorous self-evaluation that the childminder has completed provides an accurate diagnosis of areas for improvement resulting in sustained improvement to the early years provision.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensuring that overgrown areas of the garden do not pose a risk to children.

## **The leadership and management of the early years provision**

Children's welfare, learning and development are promoted extremely well because the childminder has an excellent understanding of the EYFS requirements. She holds relevant qualifications and accesses further training to ensure that her childcare knowledge is kept up-to-date. All relevant documentation that is maintained to a very high standard helps the childminder to carry out her work effectively. This has a positive impact on the care children receive and their individual needs can be met. The comprehensive self-evaluation that the childminder has completed has resulted in improvements being made since the last inspection to improve the outcomes for children. For example, children's health and safety has been promoted further because the childminder ensures that she obtains parental permission for the seeking of any emergency treatment. Also, children learn about personal safety when taking part in regular fire drill practises.

Children are kept exceptionally safe because the childminder has a good

understanding of safeguarding issues and is able to respond appropriately should concerns arise that they might be neglected or abused. The robust risk assessments that are conducted regularly ensure that hazards to children are minimised, promoting their safety whether playing in the home or on outings to local amenities such as visiting toddler groups. Whilst children are supervised in the childminder's garden some areas are overgrown with weeds and thistles which could result in minor injuries. The childminder has already identified this weakness in her provision and has targeted it as an area to improve.

Partnerships with parents are very well established, the excellent two-way flow of knowledge and expertise means that children's learning, development and welfare needs are met to an unquestionably high standard. Parents are provided with very good quality information about the setting and are encouraged to share what they know about their child when they start and also during the time that children are looked after. Parents are consistently encouraged to be involved in supporting their children's learning and development through the sharing of children's progress towards the early learning goals. Parents state how pleased they are with the care their children receive and their involvement in their assessment folders as they are invited to make written comments about how they feel their child is progressing.

## **The quality and standards of the early years provision**

Children make excellent progress towards the early learning goals. The innovative activities that the childminder provides inspires children to take part and motivates them to learn. Finding out about light and sound with resources such as candles and dramatic music, children interpret the sounds of the music through making loud and unusual noises. The activity is also extended to teach them about keeping themselves safe by not touching the glass candle holders as they become hot. Spontaneous opportunities are also used to advantage such as when it snows, as planned activities are shelved so that children can enjoy different experiences. Babies enjoy warm caring relationships with the childminder which helps them to feel safe and secure. They explore their surroundings with confidence, stopping to play with resources that are presented on the floor for easy access. They hold the play people 'talking' away to the little figure in their own type of language. These very young children show great excitement when building towers with large play materials by banging on them and clapping their hands. Children are encouraged to be independent and babies happily reach for their drinking cups to have a drink of water. Children learn about the world around them as they visit local amenities, travel on public transport or go for walks. Every opportunity is turned into a learning game as children look for numbers on houses, point out the different shapes of many items and recognise letters on street signs. Informative, sensitive assessments are completed on each child showing a clear picture of how each child is progressing. These observations are then used to identify the next steps in children's learning and used to plan relevant, motivating experiences for each child.

Children are welcomed into a safe, secure environment cared for by the childminder who knows them particularly well. Working closely with their parents the childminder takes the time to find out as much as she can in relation to their

starting points and capabilities. This helps her to support their emotional security which means that they settle quickly and play happily. Children's good health and well-being are promoted as information is gathered from parents regarding any issues such as medical or dietary needs. They begin to adopt healthy habits such as good hygiene practices through the daily routines. The childminder talks to children about food that is considered to make them fit and strong to help them to make healthy choices. Children's behaviour is managed in a way appropriate to their age and stage of development. For example, through intervention or distraction techniques. Those old enough to understand are given explanations as to why some behaviour is unacceptable. With support from the childminder, children are given time to reflect on their actions and the effect it might have on others, helping them to learn about right and wrong. Children are happy, contented individuals who thrive in this secure and homely learning environment.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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