

Inspection report for early years provision

Unique reference number	222578
Inspection date	12/05/2009
Inspector	Clare Elizabeth Pook
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 1996. She lives with her husband and three children. The youngest is 11-years-old. The family live in the village of Bar Hill near Cambridge. The whole of the ground floor of the childminder's house is used for childminding and there is fully enclosed garden used for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age range on a part-time basis. She is also minding one child in the older age range after school. The provision is registered on both the Early Years register and the compulsory and voluntary parts of the Childcare register. The childminder walks to local schools and pre-schools to take and collect children. The family have no pets.

Overall effectiveness of the early years provision

Overall the provision is good. The childminder has a good understanding of the requirements of the Early years Foundation Stage (EYFS) as a result children are making good progress. The childminder creates a warm, welcoming environment for children to settle into and play happily. Children's uniqueness and individual needs are respected and valued. The childminder ensures she has all necessary information from parents so she can successfully support children. The childminder uses the self-evaluation form to clearly identify areas to focus on for future development in order to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems for early identification of children's learning needs
- develop partnerships with other practitioners to support the transition between settings.

The leadership and management of the early years provision

The childminder has an excellent understanding of how to safeguard children. Their safety is paramount. She has robust risk assessments in place ensuring hazards are minimised and children can play safely, both in the home and whilst on outings. The childminder teaches children to keep themselves safe whilst out and about, but allows them to take risk within a controlled area. Policies and procedures accurately reflect her practice and help promote children's safety. The childminder has highly effective systems in place for emergencies and carefully considered contingency plans in place. She keeps a detailed file close at hand with all necessary information about the children and other important information should she need it in an emergency. The childminder is able to protect children from harm or neglect as she has a good understanding of the Local Safeguarding

Children Board procedures. She has already attended training on safeguarding children in the past and recently updated this knowledge through recent training.

The childminder works closely with parents and has good relationships with them. The parents are provided with a wealth of information about the childminders practice, policies and procedures. These are set out in a wonderfully attractive portfolio covering all aspects of childminding. The childminder exchanges information each day through use of daily diaries. In addition children's development files are shared and their next steps discussed. Some children attend other settings. The childminder has yet to establish an effective system for exchanging information with other settings to support and aid smooth transition for children in her care.

The childminder evaluates her practice. She looks at each aspect of her childminding and looks at ways she can develop her practice, by identifying weaker areas and how she can implement effective strategies to promote outcomes for children. She seeks views from parents and children valuing and respecting their opinions. The childminder attends training to keep her knowledge up-to-date. She shares information and elements of good practice with other local childminders. These all contribute to children's well-being and benefit the children in her care.

The quality and standards of the early years provision

The childminder is successful in promoting children's welfare, learning and development. Children are kept safe within the house and know how to evacuate the house in an emergency. Good hygiene practices are encouraged and children know to wash their hands as soon as they come into the house from the garden and before eating snacks and meals. The childminder is a good role model. The childminder promotes healthy lifestyles encouraging the children to eat healthy snacks and gain fresh air and exercise each day.

Children are able to self-select resources from a well-organised play space tailored to their interests and needs. This helps promote their independence and self-esteem. Children are able to make decisions about what they wish to do and the childminder actively supports them. She interacts well with them encouraging language development and praises young children for repeating new words. The children listen attentively to stories. The childminder expands and on the story content explaining about visits to the dentists and checking teeth. The children choose to play with the dough creating models and making arms for 'Bob the Builder'. This is one of the many ways in which children are able to use their imagination and express their own ideas.

The childminder ensures children have opportunities to explore all areas of learning. Children create their own work and use their imagination to produce lovely artwork such as 3D aeroplanes, tractors and cars. The childminder collates these and produces wonderful displays for the children and parents. This helps promote their self-esteem and provide them with a sense of pride. Children take part in topics where they can explore nature, for example looking at birds eggs through magnifying glasses and use the computer to research themes. Children

are introduced to mathematical language as they play. The childminder talks about the longest and smallest as they play in the dough. Simple calculation is explored through rhymes such as 'Five little ducks'. These activities all help promote skills for the future.

Children learn about the world around them through accessing resources portraying positive images. The childminder provides books and other resources for children to use that are native to other cultures and countries. Their local environment is explored through visits and topic work, as a result children have a good sense of community and respect for others.

The childminder has a good understanding of the learning and development requirements. She plans according to children's individual needs and interests. She observes children and links these to both the areas of learning and early learning goals. These are often supported by photographs which show the expressions and fun the children are having. The childminder assesses where children are at and plans their next steps. When new children start the childminder finds out about their needs and routines, however their learning requirements are not often noted at the initial stage. On the whole children are making good progress in their learning and are taking part in wonderful play experiences that enhance their all round development.

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?	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?	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:

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:

- ensure parents are provided information about the registration system for the compulsory and/or voluntary parts of the Childcare Register (providing information to parents) (this also applies to the voluntary part of the childcare register)

01/06/2009

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 Childcare Register section of the report (providing information to parents)

01/06/2009