

Inspection report for early years provision

Unique reference number	EY233805
Inspection date	09/07/2009
Inspector	Melanie Calway
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 2002. She lives with her husband and two children, aged 13 and 11 in a village near to the town of Wisbech, in Cambridgeshire. The whole of the ground floor of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. She has a cat and a tank of fish in the living room.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom, no more than three may be in the early years age range. She is currently minding four children in this age group. She also offers care to children over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and pre-schools and takes children to a nearby playing field and to a toddler group. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are well met because the childminder uses observations of their play to plan activities which will motivate them and extend their learning. The childminder provides an inclusive service and ensures that she works with parents so that all children can be fully included. She has completed a self-evaluation process to reflect on her practice and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop further the partnership with parents by encouraging them to contribute to the learning records by sharing their knowledge of children's achievements and starting points
- update the record of risk assessment to include any assessments of risks for each type of outing.

The leadership and management of the early years provision

Children's welfare, care and safety are promoted well. Documentation is very well organised and kept in a lockable filing cabinet to preserve confidentiality. The childminder has developed some brief policy statements for parents, which outline some important aspects of the service and these are made available to parents in a user-friendly brochure, which they receive with a welcome pack. The childminder accesses training to update her knowledge and skills and has recently completed a level three qualification in childcare. She has undertaken a self-evaluation and has

used this to identify areas of her service which she wants to develop. Parents are kept well informed about their children's care and development. She completes daily diary sheets about children's routines and talks to parents on a daily basis. An informative newsletter gives them useful information, for example information about recent developments in relation to the swine flu outbreak. Parents are made to feel welcome and some ring the childminder and speak to her and the children during the day to keep in touch. Parents have seen their children's learning records but are not yet contributing their own knowledge of children's starting points and achievements and so are not yet fully involved in the assessment process. The childminder has good working links with other local providers so that she can offer consistent care.

Children are cared for in a safe and secure environment. The childminder has very good security measures in place and ensures that no unauthorised persons can access children. Regular risk assessment is carried out and a monthly check is recorded. The childminder checks the environment on a daily basis to ensure that it is safe for children. A fire evacuation is practised regularly so that children learn what to do in the event of a fire. Fire prevention equipment is in place and tested. The childminder carries out risk assessment for each type of outing and checks any public areas before using them. However, she has not included outings and trips in her record of risk assessment to demonstrate how children are protected when going out. Children are effectively safeguarded from the risk of abuse or neglect as the childminder has a good understanding of safeguarding procedures and understands her responsibility to refer any concerns she may have about children's welfare. She has recently completed training on this issue.

The quality and standards of the early years provision

Children make good progress in their learning and development. The childminder provides a good range of appropriate activities including regular outings to a toddler group where children can socialise and to a nearby field where they have opportunities to develop physical coordination skills. In the home, resources are arranged in low-level boxes so that children have easy access to equipment. The childminder makes sensitive observations of children's play and learning and uses this information to plan for each child to help them to progress. As a result, children's learning is extended and they are motivated and interested by the activities on offer. Children who are interested in playing with dolls are provided with further role play opportunities to develop their play. The childminder supports children as they play, chatting to them and asking open-ended questions to promote their thinking skills. Children communicate confidently with the childminder who listens to them sensitively to encourage their emerging language skills. Books are accessible and children choose books to read for themselves as well as enjoying stories with the childminder. Craft activities give children opportunities to paint, draw and write. Messy play is often offered and young children are absorbed as they paint their hands and experience the sensation of different textures. They are given time to explore and investigate using their senses. Puzzles and games offer problem-solving opportunities and counting is introduced through play activities. Children learn about the world around them through activities such as growing plants. Children's independence is very well

promoted and children are able to try things for themselves and given plenty of time to succeed in self-care tasks. Their privacy is respected while learning to use the toilet and support given when necessary. They like to do up their shoes themselves to go outside and cut up their own fruit for their snack.

Children's health is promoted well. The home is very clean and well maintained. The childminder has a cleaning schedule which is checked and completed regularly. Children learn how to wash their hands and dry them on individual pieces of kitchen roll to minimise infection. Parents are advised to keep children away when they are infectious and all the necessary information about children's health is recorded and appropriate documentation kept for accidents and medication. The childminder encourages children to learn about a healthy life style and posters on the fridge and in the bathroom remind them of this. Parents are encouraged to send healthy options for snacks and packed lunches. Children learn how to keep themselves safe as explanations are given about playing safely and they learn about road safety when they go out. Children's behaviour is managed in a positive way and they are given praise to boost their confidence and self-esteem. Stickers are used to promote positive behaviour and to aid children in achieving targets such as toilet training. The childminder works with parents and supports children who may need extra help with some aspects of their development. This ensures that all children feel included and are able to participate fully. Children are learning useful skills for the future as they develop positive relationships and learn to be independent.

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

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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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