

Inspection report for early years provision

Unique reference number	EY386278
Inspection date	01/07/2009
Inspector	Carly Mooney
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 2008. She lives with her partner and three children aged seven, five and four years in Werrington, Peterborough. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The house is within walking distance of local amenities such as schools, the library, shops and parks. The family have two cats.

The childminder is registered on the Early Years Register to care for three children under eight years and is currently minding three children in the early years age range. The provision is also registered on the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy, settled and participate in a broad range of activities to support their learning and development. Their play environment is warm and inviting and they have good opportunities to make independent choices in their play. The childminder recognises each child's individual needs which help them to feel secure and friendly relationships have developed with parents. She has clear systems in place to effectively self-evaluate her practice and is fully committed to continually improving the provision for all children.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are recorded in a fire log book.

The leadership and management of the early years provision

The childminder's home is effectively organised to allow children to freely explore their environment and independently choose from a variety of toys and resources. Children play in safe and secure surroundings where appropriate steps have been taken to minimise hazards and children are supervised at all times. Clear written risk assessments of the premises and outings are in place which further support children's safety. The childminder has a good understanding of her role in safeguarding children, underpinned by attending child protection training and having an effective written policy which is shared with parents.

Documentation and record keeping is effectively maintained with the exception of the recording of any emergency evacuation drills carried out. The childminder has a variety of written policies and procedures in place which are effective in

promoting children's health, safety and welfare. The childminder maintains good relationships with parents and carers and offers a flexible and caring provision to all. She gives verbal feedback each day so that parents are informed of their child's progress. Clear information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs.

The childminder has a realistic awareness of her own provision and identifies clear areas for improvement through effective self-evaluation systems that are in place, which includes gaining the views of parents using her services.

The quality and standards of the early years provision

The childminder clearly understands children's individual abilities and interests. She provides a range of suitable play opportunities that help them to develop through all areas of learning. The childminder supports children appropriately in their play, sitting at their level, for example, looking at books and introducing new words such as fluffy into their vocabulary. Meaningful observations are carried out and next steps in children's progress recorded. The childminder plans a range of activities but is flexible to ensure that child-initiated free play is a large part of daily routines.

Children are happy, settled and have developed close relationships with the childminder. For example, one child spontaneously snuggles into her neck when picked up. Children have good opportunities to socialise with other children as they attend local groups and spend time at other childminder settings. Young children's language is developing well as the childminder talks to children, responding positively to their attempts to communicate through making different sounds and when they attempt to say new words. They learn about colours and numbers through play and everyday routines such as counting 1,2,3 as the child goes down the slide or when placing coloured balls in the paddling pool. Children learn to care appropriately for living things as they grow sunflowers and receive praise and encouragement when they stroke the kitten gently. Children are provided with good physical challenge through the large static equipment available in the garden and they enjoy regular walks in the local vicinity. Children's creativity is valued through participating in art and craft activities and using imaginative play resources.

The childminder helps children to gain an awareness of how to keep safe, both in the home and on outings. For example, through talking about road safety and stranger danger with older children. The childminder has laminated name cards to use as a register when practising fire drills, which engages children in the procedure and promotes name recognition. The childminder ensures she can respond appropriately when children are ill, as she has a current first aid certificate. Clear records of any accidents and administration of medication are kept which safeguards children's medical welfare. Meals and snacks are generally provided by parents although the childminder ensures they are aware of her healthy eating policy. Drinks are available at all times to ensure children remain hydrated.

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