

Inspection report for early years provision

Unique reference number	EY249308
Inspection date	04/08/2009
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 2003. She lives with her husband in a small village just outside of Huntingdon, 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 eight children on roll, five of whom are within the early years age range. The provision is also registered on the compulsory and voluntary parts of the Childcare Register, offering care to children aged over five years to 11 years. The childminder regularly works with an assistant and also minds from the premises of another registered childminder. She supports children who have learning difficulties and/or disabilities and those who speak English as an additional language. The house is within walking distance of local amenities, such as, schools, the library, shops and parks. The family have a pet rabbit and tropical fish.

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 provision is good. The childminder provides a warm and welcoming environment for children and their families. Children enjoy a varied range of activities and learning experiences which effectively meets their needs and helps them to make good progress. Children's uniqueness is recognised, respected and valued and their individual needs are met well. The childminder uses effective systems of self-evaluation and is wholeheartedly committed to further developing the provision and outcomes for children in her care. The childminder fosters close working relationships with parents and provides them with good information about her service and their child's care and learning.

What steps need to be taken to improve provision further?

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

- develop the system for recording observations and the identification of children's next steps under the areas of learning so that children's progress can be effectively monitored and this information can be used to inform the future planning of activities
- ensure that children's good hygiene routines are consistently promoted.

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

- ensure that all necessary measures are taken to

11/08/2009

minimise any identified risks, this relates specifically to the positioning of the lock on the upstairs and downstairs bathroom doors (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).

The leadership and management of the early years provision

The childminder's home environment is well-organised to help children learn and enjoy the time they spend with her. For example, a well-resourced conservatory enables children to make many independent choices in their play, following their own interests as they freely access toys. She demonstrates inclusive practice by valuing and promoting children's cultural backgrounds and varying abilities. The childminder understands how to organise her provision. She has systems to help her plan effectively and organise her day to best meet the needs of the individual children. She has a very good understanding of the children in her care, and she knows what they need to progress, grow and develop at their own pace. She supports this through her planning, and providing child-led and adult-led activities.

Documentation is well-organised and written policies and most procedures are effective in promoting children's health, safety and welfare. The childminder has a very secure awareness of safeguarding procedures and she shares her written policy with all parents. She has attended two training courses in this area to ensure her knowledge is secure. Children are cared for within a generally safe environment as the childminder effectively identifies and minimises most hazards within the home, keeping a written record of the risk assessment she conducts of the premises and garden. For example, exterior doors and the garden gate are secure, preventing children from being able to leave areas unsupervised and a gate at the top of the stairs ensures children being cared for overnight, do not fall down the stairs. However, the low positioning of the locks on the upstairs and downstairs bathroom doors pose a potential risk to children's safety.

The childminder has a clear and realistic awareness of her own provision and identifies areas for improvement and development where necessary. She obtains regular feedback from parents, children and other professionals to enable her to further develop aspects of her provision and is proactive about attending many training initiatives to further enhance her own knowledge and understanding. This is demonstrated in the many improvements and developments made since the last inspection, all of which have had a positive impact on the care offered to children.

The childminder has good links with parents, and they have an effective, positive working relationship where parents wishes are respected fully. They are given good quality written information about the provision including policies and procedures, and they have access to all written records. Information is shared verbally and daily journals give parents an idea about their children's activities and routines. The childminder spends time talking to parents and gathering information before a child starts. This enables her to find out about children's interests and

starting points and she is then able to plan and provide appropriate activities and resources to support each child.

The quality and standards of the early years provision

The childminder plans and provides a good range of activities and play equipment to engage children's interest and help them to make progress in all areas of learning. She has developed assessment files for each child and has started to formally record observations of children's learning and next steps. Once these are fully developed, they will help to further support the childminder's good knowledge of the children in her care and further enhance the planning of activities to provide highly individualised learning opportunities. Children are very happy and settled in the childminder's care and they have developed warm and positive relationships with each other and with the childminder and her husband who is her assistant. There is a real 'family' atmosphere in the setting and children are continuously encouraged to work well together, respect one another's needs and celebrate each others achievements. They are developing high levels of self-esteem, for example, as everyone claps their efforts in a spontaneous 'talent show'. The childminder provides a secure environment for children where they feel confident to express their own needs. For example, younger children make their preferences known about where they wish to drink their bottle of milk and older children make requests and choices about the snacks they wish to eat. The childminder and her assistant interact very effectively with children, asking questions and engaging them in conversation to support and promote their language and communication skills. They understand how to adapt activities to meet the different needs and ages of those children taking part. For example, older children are encouraged to sort small play figures out into groups of five, whilst younger children are asked to find all of the small play figures with blue jumpers on. Children show an early interest in reading as they independently look at books and snuggle up with the childminder and her assistant to listen to a story. Through practical activities they develop their awareness of counting and matching objects, for example, whilst playing card games or completing floor puzzles. Children are able to gain awareness of the wider community as they regularly visit community groups with the childminder. They learn to appreciate diversity, for example, as they learn key words in the childminder's and each other's home languages. Children help to look after the family pet rabbit and tropical fish, learning about animals natural surroundings as they watch the pet rabbit in his burrow in the garden and learning how to keep the tank clean with a magnetic cleaner. Children enjoy easy access to the garden to engage in outdoor activities and use the available equipment to develop their physical skills and coordination. Children's creativity is promoted as they take part in a good range of art and craft activities, model with playdough and dress up.

The childminder works closely with parents of children with learning difficulties and/or disabilities, ensuring that their individual needs are met and that they make good progress in their learning and development. She has attended training in relation to working in partnership with outside professionals, such as, the speech therapist and health visitor to help her support children in her care.

Children are cared for in a clean, hygienic and well-maintained homely environment. However, sometimes, hygiene routines, such as hand washing, are not promoted consistently to ensure children receive consistent messages about their importance. The childminder works with parents regarding the provision of food and meals for children to ensure that she promotes their good health. For example, healthy meals are provided if parents wish as well as snacks of fresh fruit, such as, satsumas, melon, mango and pineapple. Children are able to help themselves to their drinks when they need a drink which ensures they remain well-hydrated. Parents who provide a packed lunch are well-supported as the childminder has a clear 'food and nutrition' policy in place to encourage healthy eating. Children learn how to keep themselves safe as the childminder talks to them about road safety and stranger awareness, in ways that are appropriate to their age and level of understanding. Appropriate systems are in place to promote children's health, such as, accident and medicine record books and the childminder holds a valid first aid certificate enabling her to respond appropriately in the event of a minor injury.

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:

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:

- take action as specified in the Early Years section of the report (Suitability and safety of premises and equipment). 11/08/2009

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 Early Years section of the report (Suitability and safety of premises and equipment). 11/08/2009