

Inspection report for early years provision

Unique reference number	222661
Inspection date	10/08/2009
Inspector	Deborah Kerry
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 has been registered since 1996. She lives in a house in the village of Linton, near Cambridge. Childminding takes place in a purpose built summer house in the garden with toilet facilities. There is a fully enclosed garden available for outside play. The property is accessed via a step.

There are currently four children attending who are within the Early Years Foundation Stage (EYFS) age group. The provision also offers care for children aged 16 months to 11 years. The childminder works with an assistant. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Local shops, parks and schools are within walking distance.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development in the EYFS is effectively supported as the childminder knows the minded children well and supports their individual needs. The childminder has developed good relationships with parents which ensures that children are provided with a supportive and secure environment and helps them to settle. The childminder has in place effective systems to monitor and evaluate her good practice which ensures that children are fully supported in their learning and development.

What steps need to be taken to improve provision further?

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

- develop partnership working to provide opportunities for parents to share their children's achievements from home and add comments to their progress records
- ensure that all information on policies and procedures which are shared with parents have regard to the EYFS.

The leadership and management of the early years provision

Children are protected from potential harm or neglect as the childminder is well-informed regarding safeguarding children procedures. She has attended training and ensures all the information from her training is available and includes clear procedures to follow and local contact numbers. The childminder completes a checklist each day, for both inside and outside of the summerhouse, on all areas and equipment to ensure any potential hazards to children are minimised. The childminder also keeps a record of all risk assessments undertaken before outings to ensure that children remain safe when outside the home.

Children's care and learning is fully supported through a range of policies and procedures the childminder has in place which she shares with parents. However, these do not reflect the changes with the implementation of the EYFS. She keeps parents fully informed of all the activities children are involved in through daily discussions and keeps written daily diaries on younger children to ensure their needs are being met. Through questionnaires, parents are able to provide feedback on the learning and development the childminder provides for their children. Minded children have also drawn pictures of the favourite things they like to do when at the childminder's house which ensures that their needs are being met.

The childminder and her assistant both hold a level two qualification in early years. She has developed her knowledge through attending training around the EYFS. She has evaluated her practice and has a clear action plan in place with timescales and areas identified for development. Both the childminder and her assistant are keen to develop their knowledge and skills by attending further early years training to ensure children's care, learning and development needs continue to be met.

The quality and standards of the early years provision

The childminder works with parents and respects their wishes regarding the snacks she provides for children. They are beginning to develop an understanding of personal hygiene as they know that they need to wash their hands before eating to remove any germs. Children can access drinks freely from the water well to ensure that they are not thirsty. Children have access to a secure enclosed garden with a range of resources for physical play. For example, they throw, catch and kick balls around and ride on wheeled toys. Children learn about the environment through planting seeds and taking care of them as they grow. They observe caterpillars through magnifying glasses and talk about the changes that happen to them.

The childminder undertakes regular observations on children and keeps a record of their achievements, she provides support and interacts well with minded children to promote their development. She regularly reviews children's progress and has identified their next steps to ensure that they are making progress in their learning and development. She plans weekly for children's learning and they can make choices in the activities that they wish to do, which promotes their independence and thinking skills. Children chat freely with each other and the childminder and are able to communicate their needs effectively. They enjoy looking at books and listening to stories. Children experiment with colours as they mix paints and develop their handwriting as they draw with chalks outside in the garden. They enjoy a variety of art and craft activities. For example, they create different animals using play dough and animal shaped cutters. Children's imagination is supported as they use role play resources to dress up and create scenarios using dolls and prams.

All children are welcomed by the childminder and she works closely with parents to ensure that their children's individual health and dietary needs can be met.

Children are taken on regular outings to develop their understanding of the environment and the wider world. They take part in village community events, which enhances their social skills and their understanding on the beliefs and traditions of others. The childminder ensures that she offers appropriate support depending on children's individual needs, which helps to promote their independence. The childminder has developed good partnerships with parents and has regular discussions and exchanges information on their individual interests and needs. However, parents have not yet added comments to their records which limits their involvement in their child's learning and 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?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met