

Inspection report for early years provision

Unique reference number	222900
Inspection date	05/08/2009
Inspector	Sarah Johnson
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 1998. She lives with her husband and their four children aged seven, 13, 16 and 18 years, in the village of Whittlesford, on the outskirts of Cambridge, Cambridgeshire. The kitchen, adjoining playroom, and toilet facilities on the ground floor in the childminder's house are used for childminding. Children have daily supervised access to local parks for outdoor play activities. The premises is currently accessed via a side entrance which has a low step and there are toilet facilities on the ground floor.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of five children under eight years may attend the setting at any one time, and of these, no more than three children may be in the early years age range. There are currently 10 children attending on a part-time basis. Eight of these children are within the Early Years Foundation Stage (EYFS) years. Children live in the local area and some also attend sessions at a local nursery and playgroup. The childminder also offers care to children aged over five years, both before and after school, and during school holidays.

The childminder escorts children to and from the local primary school, playgroup and nursery. She attends social groups with the children on a weekly basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled in the homely and welcoming environment of the childminder's home. They benefit from an inclusive setting where they are supported to access a sound range of play opportunities which promote their learning and development. The childminder fosters secure partnerships with parents and carers to ensure that they are aware of the policies and procedures at the setting, and information is exchanged about children's changing needs. Systems for liaising with practitioners from the other EYFS settings that children attend are not yet fully promoted. The childminder has established effective systems for evaluating her practice and demonstrates a sound capacity to make continuous improvements, ensuring outcomes for children are built upon.

What steps need to be taken to improve provision further?

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

- establish systems for sharing relevant information with practitioners from the other settings that children attend
- develop the records of learning and development for each child to include photographs, things that children have made or drawn and information gathered from parents, and ensure these assessments are used systematically to identify the next steps in learning for each child.

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

- complete an appropriate paediatric first aid course (Safeguarding and promoting children's welfare: also applies to both parts of the Childcare Register).

05/10/2009

The leadership and management of the early years provision

The childminder has a good understanding of how to promote children's safety. She carries out daily risk assessments of all areas accessed by the children and often reviews her basic risk assessment record to ensure any new hazards are addressed. The childminder clearly understands her role and responsibilities in protecting children from harm and has gathered relevant guidance literature to ensure she has up-to-date information about the procedures to follow if she has a concern about the welfare of any child. The setting runs smoothly as the childminder has established a flexible daily routine which accommodates children's individual routines. There are some written policies and procedures, mainly covering the procedures for complaints and safeguarding children, which are implemented well in practice.

The childminder has completed a training course to ensure she has an up-to-date understanding of the requirements of the EYFS and how to promote children's welfare, learning and development. Although the childminder has made some attempts to update her first aid training, she has failed to maintain a valid first aid certificate. Consequently, she potentially lacks up-to-date knowledge of how to best care for children when they have an accident. The childminder draws on her sound experience, knowledge and understanding in her everyday work with the children to ensure they are included and supported appropriately. For example, she understands the value of taking time to find out about each child's individual needs and routines as she gathers information from their parents during initial meetings and ongoing daily discussions. The childminder is beginning to share her written observations with parents, offering them meaningful information about their children's experiences and achievements during each session. However, opportunities for working in partnership with other EYFS settings that the children attend are not fully maximised as the childminder is in the very early stages of considering ways in which she can promote these links.

The childminder has used the Ofsted self-evaluation form to reflect on her practice and the views of parents and children. Consequently, the childminder has a realistic idea of the strengths of her setting and the areas which she plans to develop to improve outcomes for children. For example, she plans to continue working on her garden to create a safe and inviting space for the children.

The quality and standards of the early years provision

Children benefit as the childminder has a sound understanding of how children learn and develop through their play. They are offered a welcoming, child-friendly environment, with good amounts of space to explore and spread out as they play with a range of resources. The childminder draws on her sound understanding of the EYFS to provide play opportunities covering all six areas of learning. She is particularly mindful to ensure children have access to the fresh air and their physical skills are supported. For example, children benefit from daily outings to the local park to master their climbing skills on the large apparatus, and they enjoy playing golf on the village green and splashing in the puddles whilst walking in the local area. Children's numeric understanding is supported as they are encouraged to use numbers and counting in everyday activities. For example, they count the number of blocks in the towers they build. Weekly visits to social groups also provide opportunities for children to establish wider networks of friends and to develop skills, such as, turn-taking and sharing. As result, they play cooperatively together in the setting and confidently link up with the childminder for support when they are struggling to share the ride-on car.

The childminder's systems for planning are in the very early stages of development and she is just beginning to use observation and assessments in order to promote children's progress. The childminder tends to provide each child with an individual approach by adapting and extending activities in her daily interactions with the children. For example, she extends children's learning as they share books, encouraging them to identify the shapes in the pictures and then helping them to search for other objects in the room to match the shapes. At present, the childminder is not collating meaningful information, such as, photographs, comments from parents, or examples of things the children have made or drawn. Consequently, this information is not being used as effectively as it could be to identify children's next steps in learning towards the early learning goals.

Children are beginning to develop an awareness of people's similarities and differences through spontaneous discussions, often inspired by games and television programs that reflect a diverse range of cultures and disabilities. The childminder has good understanding of how to maintain a very safe environment for children. A good range of safety measures are in place, including safety gates, which are installed appropriately to prevent children's unsupervised access to the kitchen and the unregistered parts of the house. The childminder uses real-life situations to help children to learn how to stay safe. For example, they talk about road safety whilst walking in the local area and are involved in practising the route they should take if they need to leave the house in the event of a fire. Meals times are social occasions when children sit comfortably together. Parents are encouraged to provide healthy meals and snacks, which are prepared safely and hygienically by the childminder. Children's health is promoted further as the childminder models appropriate hygiene practices to minimise the spread of infection and provides accessible hand washing facilities that enable children to begin to learn to manage these routines independently.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
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?	3

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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 (Welfare of the children being cared for). 05/10/2009

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 (Welfare of the children being cared for). 05/10/2009