

Inspection report for early years provision

Unique reference number	221980
Inspection date	22/07/2009
Inspector	Sandra Hornsby
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 1992. She lives with her husband in a village close to Ely in Cambridgeshire. All areas of the home are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are 12 children on roll, four of whom are in the early years age range. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local parent and toddler group, takes children to the local library and the local park. The childminder supports children with disabilities and those who speak English as an additional language. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of care is good. The childminder provides a relaxed and caring environment where all children have good quality learning and development opportunities. The childminder has very good knowledge about the children in her care and recognises their uniqueness. Her systems, documents, policies and procedures safeguard children, keep them safe and support their ongoing progress and welfare. Partnerships with parents are proactive and further support children's well-being and education. The childminder constantly monitors and reflects on her practice and is proactive in addressing any changes or development needs.

What steps need to be taken to improve provision further?

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

- ensure observations are used to identify learning priorities and next steps and plan relevant learning experiences for each child.

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

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare).

30/07/2009

The leadership and management of the early years provision

Documents are generally well organised and effective in promoting the welfare of the children. However, permission to seek emergency medical treatment is not in place and leave children at risk of not receiving immediate emergency care or attention. Overall, there is a good selection of documents, policies and procedures that help to maintain a safe and efficiently run setting.

The childminder is committed to updating her knowledge and understanding of relevant issues and attends regular training. She has a very good understanding of safeguarding children. Risk assessments are well managed and the environment well organised and safe. Children who may be at risk of harm will be supported, as the childminder has appropriate procedures in place and has undertaken advanced child protection training. The childminder is aware of who can collect children and has contingency plans in place to accommodate any emergencies.

The childminder is taking effective steps to evaluate her service, and she asks parents and children their views about what she does. The childminder is enthusiastic and motivated and has realistic views about her provision. She has already addressed some areas she feels she needs to develop through training, and knows what she wants to do to make improvements. The childminder is proactive in seeking further information and training to support her development and improve the outcomes for children.

The childminder has effective systems in place to identify children's uniqueness and she has good knowledge about children in her care. She finds out about children from their parents and she does observations and monitors children's progress regularly. She shares information with parents verbally and through documents she is collating about children's learning and development, for example photographs and her observations. Good quality information is shared with parents about the setting and they are given all the required policies and procedures that help parents understand how their children will be cared for. Complaint and safeguarding information is displayed and telephone numbers freely available.

The quality and standards of the early years provision

The childminder has a sound knowledge of the Early Years Foundation Stage (EYFS) and is able to help children learn and develop. She has good knowledge about the children she cares for and knows how to help them progress. Children are offered a relaxed, happy, informal learning environment where they have different play opportunities and are encouraged to be independent. Children are confident and enthusiastically get involved with lots of different activities.

The environment is well organised and enables children to safely access a variety and balance of resources, toys and equipment. For example, children use a train track and train set, dolls and buggies, spinning tops and games and arts and crafts. Children have access to a wide selection of books and written material, these include, story books and resource books which help them to understand

about the different use of the written word. Daily activities are mainly child-initiated with some adult-led activities such as, board games, painting flower pots and baking cakes. Different aged children play very well together and they are all developing extremely good relationships with each other. Children look to the childminder for guidance and help, but she is aware of stepping back to allow children to make their own decisions and choices and take supervised risks. This helps children to build confidence and promotes their self-esteem, as they achieve things independently. Children's creative development is well resourced and children enthusiastically make-up role play games about babies and cook food involving their peers of different ages in their games. Children share and take turns very well and they patiently wait for their turn when playing in small groups. Children speak on the play phone while walking the babies around the garden in the buggy and invite their friends, once 'dinner is cooked', to come inside. Children represent real life in their play. Children have fun playing inside and outdoors as they freely move from area to area with no restrictions. They use a variety of large physical play equipment, such as, swings, climbing frame, go-carts and sit-and-ride toys. This supports their physical skills, fitness and co-ordination. Children see different languages throughout the setting, for example, 'hello', 'toilet' and 'happy birthday' posters and children hear the childminder use key words for children who speak other languages. There are maps of the world displayed at the setting and books and resources that represent images of diversity. Children are beginning to understand about respecting and caring for each other and appreciating the world around them.

The childminder is grasping the learning and development requirements well and is developing successful systems to ensure she continues to help children make good progress. She observes children during play and records some of this information in children's files with the use of some photographs. She understands the value of her observations and uses these to see where children are at in their learning and development. She identifies children's next steps, but these are not always used in her planning. Planning is flexible because the childminder feels it is important to accommodate children's spontaneity and enable them to make their own decisions. However, without regular monitoring of planning, gaps in children's experiences and learning may be overlooked and children not progress well in all areas. Observations and knowledge about the children alongside positive interaction means individual needs are met through adapting activities and tasks, supporting less able children and stretching the older and more able children. This means children can progress at their own rate and make their way towards the early learning goals.

Children are learning to keep themselves safe as they practise fire drills and understand the ground rules that also help to keep them safe. Risk assessments undertaken by the childminder mean that children can move about the setting and use the equipment without risk of getting hurt. Meals and snacks are prepared by parents, but the childminder ensures drinks are available for all children in their personally decorated cup to prevent any cross-infection. Children wash their hands and tables are cleaned before they have their meals, and hand washing notices in the bathroom remind children of these hygiene tasks. Effective records and procedures ensure children's welfare is promoted.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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