

Inspection report for early years provision

Unique reference number	EY267243
Inspection date	27/07/2009
Inspector	Melanie Calway
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 three children, aged three, six and seven years in a village near to the town of Ely, in Cambridgeshire. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The bathroom is situated on the first floor. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. A variation request has been granted for her to exceed these ratios at specific times and when she works with an assistant. The childminder also cares for children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to school to collect children and takes them on regular outings to a toddler group, the library and the market. She also meets with other local childminders. She holds an appropriate early years qualification and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder makes detailed observations of children's play and learning and uses these to provide them with opportunities to extend their learning and help them to progress. This ensures that children's individual needs are well met. The childminder communicates well with parents and other providers to provide consistent care. She reflects on her practice and has identified ways of developing her service.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute to the learning records, sharing their knowledge of children's achievements, to more fully involve them in the assessment process and their children's continuous learning and development.

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

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).

31/08/2009

The leadership and management of the early years provision

Children's welfare, care and safety are promoted well. Clear record keeping is in place to ensure that children's care and learning needs are met. Policies and procedures which outline most aspects of the service are in place and are shared with parents to keep them well informed. The childminder has completed a self-evaluation to identify her strengths and areas which she wishes to develop. She demonstrates a commitment to improvement and attends regular training to keep her knowledge and skills updated. She also meets and shares information with other local childminders and uses publications and the internet to keep up to date. A friendly relationship exists with parents, who come in and chat as they drop off or collect children. Attractive records of children's learning and development are kept and shared with parents on a regular basis. Parents are invited to make contributions to the learning records but as yet are not sharing their own knowledge of children's achievements on a regular basis to be fully involved in the assessment process. The childminder has shared children's learning records with other providers of the Early Years Foundation Stage (EYFS).

Children are cared for in a safe and secure environment. All gates and doors are locked while children are present and the front door is alarmed. The childminder makes daily visual checks of her environment and necessary safety measures in place, such as a stair gate. She consults a health and safety checklist to remind her of what to check but she is not keeping a record of risk assessment, which covers all aspects of the environment and details who carried out and reviewed the assessment and when. Children are kept safe on outings as the childminder conducts a risk assessment for each type of outing although a record is not kept. The childminder adjusts ratios depending on the type of outing and takes all the appropriate information, such as emergency numbers, and supplies with her so that she can act effectively in an emergency. Wrist restraints are used and fluorescent jackets. Children are encouraged to learn how to manage risk and to keep themselves safe. They learn about road safety when they go out and learn to abide by the rules.

Children are protected from the risk of fire. The childminder has had a visit from a fire officer and has all the necessary fire prevention equipment. A drill is practised so that the children know what to do in the event of a fire. She has also discussed her evacuation procedure with her assistants so that they are aware of the correct procedure. Children are safeguarded from the risk of abuse or neglect as the childminder has completed safeguarding training and is aware of her responsibility to refer any concerns she may have about children's welfare. She has a clear safeguarding policy which includes the relevant contact numbers to enable her to act if required.

The quality and standards of the early years provision

Children make good progress in their learning and development. The childminder makes detailed observations of their achievements and uses these to plan the next steps to help them to progress. The childminder plans loosely around a theme but

ensures that activities can be adapted and geared to the needs of all the children. A planning sheet reminds her of what she is working on with each child so that this can be incorporated into the daily routine, for example, children who show an interest in tying materials are provided with further opportunities to practise this skill and develop hand-eye coordination. Children who are beginning to recognise the first sounds of letters and words are given opportunities to develop their reading skills. Children of different ages play well together and enjoy the relaxed atmosphere. The environment is bright and inviting with examples of children's work displayed. Children are able to choose what they do and can select most equipment for themselves. The childminder offers suggestions and will fetch any additional items that are asked for. The childminder supports their learning asking appropriate questions, making suggestions and helping them to share and negotiate. Good use is made of the garden and children play outside everyday whatever the weather, for example, they enjoy putting coats on and blowing bubbles in the rain. Their input is valued and children help to design the garden and grow their own vegetables.

Children communicate very confidently with each other and with the childminder as they tell her what they have done at the weekend or places they have visited. There are good opportunities for children to practise their writing skills and examples of children's early mark-making is valued and kept in their record books. They persist well at colouring activities, developing pencil control. Story books are easily accessible and children enjoy stories on the childminder's lap. Children are provided with opportunities to count and recognise numbers as they play. Fun activities such as a numbered ladybird registration system introduce mathematical concepts through play. Children use their imaginations as they play 'schools' and set up their own role play situations. They can express themselves using paint, play dough or drawing. Children can be active outside and the childminder takes them to the park to provide them with larger physical equipment. They learn about the world around them through planned topics based on seasonal events and through constant discussion about where they have been and what they have done. Children are motivated and interested by the activities provided and some concentrate well on self-chosen tasks. They get on well with each other and are learning how to share and take turns.

Children's health is promoted well. They have plenty of opportunities for outside play and walk to school every day during term times. Good hygiene procedures are in place and children know that they need to wash their hands before eating and after using the toilet. Information about children's health is obtained to ensure that their individual needs are met and clear guidance is provided to parents about the spread of infection. The childminder provides a balanced snack and parents are given some guidance on providing healthy options in lunch boxes. The childminder talks to children about keeping healthy so that they are learning about how to maintain a healthy lifestyle. Activities such as a fruit eating chart are introduced to help children learn about the types of food that are good for them. Children's drinks are always easily accessible. Children learn to keep themselves safe as they are offered frequent explanations about how to play safely and are encouraged to learn how to manage some risk for themselves. Children are encouraged to behave well through positive measures such as praise, reward stickers and charts to boost their confidence and self-esteem. They are learning skills for the future as they

learn to play and interact with each other, develop confidence and progress in their 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