

Inspection report for early years provision

Unique reference number	222342
Inspection date	27/07/2009
Inspector	Lynn Clements
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 1989. She is registered to care for a maximum of six children at any one time, three of whom, may be in the early years age group. She is currently caring for five children in the early years age group and four older children, on a part time basis. The childminder is also registered to provide overnight care for one child. She is also registered to care for children on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and two adult children. They live in a residential area of Cambridge. The family have a dog and two cats.

Access to the setting is via one small step into the setting, in addition, there is another entrance into the setting via the garage which is all on one level. A downstairs toilet is available, helping to promote an inclusive environment. The whole of the ground and first floor of the property is used for childminding and there is a fully enclosed garden available for outdoor play. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The needs of the children are met and each child is supported so that no individual is disadvantaged. In addition, the childminder has met actions raised at her last inspection and has begun to implement systems of reflective practice. Children have sufficient support to make sound progress in their learning and development, however, current observations are not clearly linked to future planning and opportunities for parents to share observations of their children's achievements at home are limited. Clear systems are in place to ensure that children's welfare is protected and promoted with regard to child protection and some risk assessments are in place. Open partnerships with parents and others, in the wider context, are used to promote continuity of care.

What steps need to be taken to improve provision further?

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

- develop further systems to support children's learning and development to ensure that next steps for learning are clearly linked to future planning and that parents and carers have clear opportunities to share observations of their children's achievements at home, ensuring future support is based on a whole child approach
- reappraise risk assessments to ensure they cover anything with which a child may come into contact
- develop further systems of self-evaluation in order to promote continuous improvement.

The leadership and management of the early years provision

The childminder has addressed actions raised at her last inspection. She has also begun to reflect on her practice. She clearly understands the importance of criminal record bureau checks, in order to protect children from harm. The childminder has devised some written policies and procedures, these are shared with parents and implemented in practice in order to support the daily running of her setting and also to provide positive outcomes for the children. For example, a sickness policy helps to prevent the spread of infection and the behaviour management policy sets out expectations and how, through being consistent and providing plenty of praise and encouragement, children are supported to develop a positive attitude to each other.

The childminder has completed relevant training which supports her work with young children. In addition, she has completed relevant first aid training, enabling her to provide appropriate care for a child should they have an accident or become ill in her care. The childminder meets the minimum welfare requirements with regard to the safe arrival and collection of children, she also ensures that children are never left unsupervised with visitors. Clear procedures are in place with regard to safeguarding children and the childminder knows how to make a referral if she has a concern about a child in her care. She has also begun to develop risk assessments for all areas of her home, inside, outside and some for outings. However, these do not clearly include all potential hazards, for example, the large trampoline in the rear garden. The childminder has organised her space to encourage free flow play and enable children to rest or be active according to their individual needs. The childminder strives to create an inclusive setting for all children, including those with learning difficulties and/or disabilities. There is no bias in her practice in relation to gender, race or disability.

The quality and standards of the early years provision

The childminder has increased her knowledge and understanding about the Early Years Foundation Stage. She has sufficient understanding about the six areas of learning and how children make progress through play and investigation. She has begun to implement assessment for learning, making observations of the children and assessing their progress towards the early learning goals. However, whilst their next steps for learning are identified, these are not clearly linked to planning in order to ensure that future learning remains secure. Whilst there are good pastoral systems in place with regard to partnership with parents and carers, opportunities for them to share observations of their children's achievements at home are limited. The childminder does, however, work in partnership with other settings, such as the local pre-school, in order to support children's learning and development.

Children enjoy sharing books, such as the Night Garden, which enables them to develop their understanding that print carries meaning and how to use pictures as clues to the story line. The childminder uses some intonation in her voice, along

with facial gestures to gain children's interest and ultimately their participation. Children move around freely, pushing along wheeled toys and observing how they can move forwards then backwards. They explore electronic keyboards, pressing the keys to make various sounds.

The childminder supports children in developing appropriate hygiene practices, such as washing their hands at pertinent times. She also helps them to learn about keeping safe, practising road safety and stranger danger whilst out and about. Back in the setting the childminder helps children to learn about using single handed tools safely or being careful whilst moving around, for example, tidying up after playing to avoid tripping hazards. The majority of meals are provided by parents but if the childminder does provide anything then she ensures it reflects healthy eating. Children have opportunities to enjoy fresh air as they make trips to the local park or help to take the childminder's dog for a walk. Getting out and about enables children to observe and learn about the wider world. Attention to providing child-height storage, enables children to make their own choices and selections, helping them to develop the skills associated with independent learners.

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?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
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: Met

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