

Inspection report for early years provision

Unique reference number	222763
Inspection date	04/09/2009
Inspector	Deirdra Keating
Type of setting	Childminder

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and two children aged 10 and 13 years in Cambridge, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities. The childminder has rabbits, birds and fish which are all kept outside.

The childminder is registered to care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age range. She is currently minding three children in this age group. The children live in the local area and some also attend sessions at local pre-schools. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides well for children in the Early Years Foundation Stage (EYFS), they make good progress in their learning and development and their welfare and safety are highly prioritised. The childminder reflects on her practice well using evaluative systems that are detailed and thorough and these enable her to continually improve her good practice. Good clear procedures and routines are consistently followed and ensure children are fully safeguarded. The childminder has built up close relationships with children and subsequently they are settled and confident in her home.

What steps need to be taken to improve provision further?

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

- develop opportunities to work in partnership with other providers delivering the EYFS to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

Children's welfare care and safety are promoted well, providing good outcomes for children. The childminder is committed to her ongoing training and has completed a Level 3 certificate in Childcare Practice. Children are safeguarded well, the childminder has attended training and has a clear written procedure to help protect children from harm. All adults in the house are checked and suitable to be with

children, and the childminder's procedures are reviewed and updated regularly. The childminder keeps her knowledge up-to-date by attending a range of workshops and courses, these enable her to plan and monitor her practice confidently ensuring children make good consistent progress that is shared well with their parents. The childminder uses her training and understanding of child development very well to provide a rich array of evidence showing how children progress in her care. These include informed observations and photographic collections and also enable parents to share children's learning. This reflective and comprehensive approach provides extremely good information for parents and enables the childminder to rigorously monitor her practice. The childminder is in the early stages of communicating with other providers of the Early Years Foundation Stage that children attend, however, this is an area that the childminder has highlighted for development to ensure that children are given continuity of care across provisions.

The childminder uses her local community and other childminders to network, she uses this well to support her practice giving her new ideas, confidence and offering support to other childminders. Equality and diversity are a high priority for the childminder who ensures that activities are open to all children. For example, the childminder has cared for children with special educational needs and/or disabilities and has built close and professional relationships with parents ensuring that children's complex needs are carefully met. Parents have written positive feedback about how the childminder has met the individual needs of the children in her care. The childminder has built up good relationships with parents and prospective parents, they are given a superb range of information prior to admission enabling them to make informed decisions about choosing care for their child. This has been put together professionally by the childminder in an informative and colourful brochure.

The childminder has placed a strong enough emphasis on reflecting on her practice and seeking the views of others to effectively evaluate her provision. This has given her foundations on which to target clear areas towards continuous improvement.

The quality and standards of the early years provision and outcomes for children

The childminder has a good understanding of the EYFS and plans for children's individual interests and developmental needs well using her secure knowledge. She makes observations of children's play to determine and plan learning and developmental needs. Consequently, children make good progress across all areas of learning and development and this is monitored well using evaluative systems and also shared very well with parents. Diaries that clearly outline all aspects of the child's day are illustrated with photographs and provide a meaningful and detailed example of how children spend their time. The childminder has developed individual records and evidence of activities that are; colourful, meaningful and enjoyable to look at, they show children making clear and consistent progress across all areas and are highly appreciated by parents.

Children are kept safe and taught about danger, the childminder shares stories about the dangers of fire and practises road safety with the children giving them good explanations and teaching them safe routines. Children behave well and are given safe clear boundaries by the childminder who uses a gentle and firm approach. The childminder encourages children to lead positively healthy lifestyles. They are given nutritious snacks and healthy eating is promoted well through activities, for example, making a fruit salad to encourage children to eat fruit. Children are given are able to freely access their drinks and have daily access to the outdoors. They walk to local groups, visit the park and play in the well-maintained garden where there is a range of equipment to promote their physical activity and skills.

The childminder has built trusting relationships with the children and provides warm and responsive care. She sits on the floor and extends children's learning by asking them informed questions. The childminder encourages children to think critically about their play asking them to predict which car will go faster and travel further down the garage ramp. Children develop numeracy skills as they learn to take one fish away during number songs using small fabric fish. Children's speech and language development is supported well by childminder who uses tactile resources to help children learn new names. For example, animal finger puppets provide a colourful and tactile prop as children learn the names of animals and their distinguishing features. This effective support and efficient use of resources contribute well to achieving high quality outcomes for children, consequently, children are confident happy and settled whilst in the childminder's care.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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