

Inspection report for early years provision

Unique reference number	256855
Inspection date	18/08/2009
Inspector	Sharon Waterfall
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 has been registered since 1993. She lives with her two teenage sons in a semi-detached house in the suburb of Orton Wistow, in Peterborough. The ground floor of the property is used for childminding, including a secure garden at the rear of the premises. The home is within walking distance of local schools and shops.

She is registered for five children under eight years and is currently caring for two children within the Early years Foundation Stage on the Early Years Register. She is also registered on the compulsory and voluntary parts of the Childcare Register and cares for children over eight years of age.

The childminder 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 provides an effective service for children in the Early Years Foundation Stage (EYFS). She promotes children's welfare and learning successfully and they are very confident, happy and settled and are kept safe from harm. Inclusive practice is ingrained in the service; with partnerships with parents and other professionals supporting children's additional needs extremely well. Self-evaluation processes ensure strengths and weaknesses are identified with improvements made to the provision that enhance the care for children.

What steps need to be taken to improve provision further?

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

- ensure health reasons for giving non-prescription medication are clearly recorded
- match observations to the expectations of the early learning goals.

The leadership and management of the early years provision

Children benefit as the childminder organises enjoyable, relaxed activities which focus very much on their interests and choices. Their learning and development is supported by a good selection of books, toys and games. Sessions and routines run smoothly as the childminder is very much involved in what children are doing and she provides a good mix of quiet and active activities both indoors and outside. The childminder develops her skills and knowledge by attending training. For example, first aid and implementation of the EYFS; she has identified further training to increase her knowledge and expertise. She has recently thought about her provision in terms of the strengths and weaknesses and she has implemented a system for self-assessment. The childminder has also effectively completed a

recommendation set at the last inspection and this demonstrates her capacity for continual improvement.

Children's welfare is safeguarded as the childminder has attended a course on Local Safeguarding Children Board procedures and provides a clear policy for parents. She has a good awareness of identifying children at risk and knows how to make a referral if she has concerns. Comprehensive risk assessments are in place that identify hazards on the premises, in the garden and for all outings undertaken. Processes are in place for individual children's needs to ensure they are kept safe at all times; being both cautious of the environment and allowing children the ability to take comfortable risks in their play. She is fully aware of her responsibilities with regard to supervision and ensures that all resources are appropriate to children's individual ages and stage of development. Her home is secure and children are encouraged to keep themselves safe through participation in emergency evacuations and discussions on road safety. Records required for the safe and efficient management of the provision are in place and are well maintained, however, the medication records require more detail regarding the reasons for administration as this may potentially compromise the children's safety.

Partnerships with parents are successfully promoted by the childminder. Good settling-in procedures are arranged with parents to ensure that she gets to know them and their children. Therefore, each child feels at ease and emotionally secure in her care. She shares information and her observations with them about their children's progress through daily feedback both verbally and in written formats. Effective relationships with a range of professionals, parents and other settings the children attend ensures a consistency in their care and individual learning needs.

The quality and standards of the early years provision

Children benefit from a childminder who is dedicated to helping them develop and achieve, who spends her time directly supporting their play without hindering them or taking over the situation. Many of the activities are child-led and the children are asked open questions to help them think and further develop their play ideas and enhance their learning. Activities are planned for individual children's needs, using information gained from observations that inform next steps in their development. Currently these are not linked to the expectations within the early learning goals and limits the effectiveness in the process of identifying gaps in the curriculum and children's learning in some areas may be potentially compromised. For some children parents and other professionals are actively involved in developing programmes of work and the childminder incorporates these into the daily activities to ensure all children are positively included. The children initiate aspects of their own learning as they easily access a good range of resources and use the play space available confidently. The childminder offers activities to the children as a group such as messy play; but accepts that the children may want to be alone or complete an alternative activity. This enables them to make decisions for themselves and to know that their decisions are valued and their play worthwhile. The children are very keen to play and are actively engaged at all times, they are curious and enjoy favourite activities that they repeat, changing and adapting them as they become more confident.

The open questioning supports children's language development, and even young children are very capable of discussing their activity, describing what they are doing and link their play to significant events in their own lives. During role-play the children copy roles they see adults completing such as feeding dolls and changing their nappies; they are learning about the world around them as they play. Other activities to develop their understanding of the world include planting and growing cress, finding and observing insects and playing in the snow. In the garden the children enjoy watering the plants and extend the activity as they use brushes to make marks on the fence panels and garden path. During messy play activities the children develop these mark-making skills as they make patterns, lines and hand prints in paint and shaving foam. Mathematical concepts are developed as the children discuss the shapes of items in the garden and enjoy counting and matching games. Challenge and progression are provided through a range of jigsaw puzzles from simple peg puzzles to many piece ones where children use the picture as a clue to its completion.

Children learn the importance of healthy lifestyles through the daily routines such as washing their hands before eating. Snacks provided are nutritious and take account of children's preferences, with drinks readily available. Physical activities take place daily both in the garden and at other settings, such as a local children's centre. These include keeping hula-hoops around their waists, manoeuvring wheeled equipment and climbing at the local children's centre. The children enjoy their time with the childminder who supports and cares for them well, consequently children are making good progress towards the early learning goals.

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?	1
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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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