

## Inspection report for early years provision

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<b>Unique reference number</b>	222415
<b>Inspection date</b>	09/09/2009
<b>Inspector</b>	Anna Davies
<b>Type of setting</b>	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 1994. She lives with her husband and three children aged six, 13 and 16 years in a village just outside of Saffron Walden, Cambridgeshire. The whole of the ground floor of the childminder's house is used for childminding as well as upstairs sleeping facilities. There is a fully enclosed garden for outside play. Access into and out of the childminder's home is at ground level and there are downstairs toilet facilities.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at any one time. There are currently six children on roll, four of whom are within the early years age range. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder supports children who have learning difficulties and/or disabilities and those who speak English as an additional language. The house is within walking distance of local amenities such as shops, the park and nature reserve. The childminder uses a car to transport children to school. The family has a pet rabbit.

The childminder is a member of the National Childminding Association (NCMA) and is an accredited childminder, able to receive funding for early nursery education.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a safe and homely environment for the children she cares for ensuring their welfare and learning and development needs are effectively met and that they make good progress towards the early learning goals, given their age, ability and starting points. She successfully promotes an inclusive service, working closely with parents and other providers to ensure children's individual needs are well met. The childminder is committed to developing her practice, demonstrating this by recently completing a National Vocational Qualification (NVQ) Level 3 and accreditation. She has used these experiences and training to monitor and evaluate her practice; clearly identifying key strengths and some areas for further development.

## **What steps need to be taken to improve provision further?**

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

- develop the use of assessment procedures further to underpin practice, this relates to continuing to record observations and using these to identify and monitor children's next steps across all areas of learning
- develop further use of independent systems of self-evaluation focussing on identifying specific areas to develop, how and within what timescale these developments will happen and how the impact on the children will be monitored and assessed.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a clear understanding of safeguarding issues and is familiar with local procedures for reporting and recording any concerns she may have. She has a pro-active approach to maintaining children's safety; risk assessments of her home, garden and outings are completed and regularly reviewed as well as conducting daily checks to ensure the property is appropriately safe for the children attending that day.

The childminder has a clear and realistic awareness of her own provision; she strives to provide the best possible care for all children, attends training initiatives and ensures she keeps up-to-date with childcare issues and practices through liaising with other professionals and reading relevant publications. She uses 'reflective account logs' to consider ways to improve and move her provision forwards. The NVQ qualification and accreditation processes have enabled the childminder to work with other professionals to identify key strengths and she is able to talk about some areas for development and some improvements already made. For example, the garden area has been redesigned with young children in mind offering them interesting activities such as a sunken sand pit. However, the childminder has yet to fully explore independent systems of self-evaluation to focus on identifying specific areas to develop, how and within what timescale these developments will happen and how the impact on the children will be monitored and assessed.

The childminder has good links with parents, and they have an effective, positive working relationship where parents' wishes are respected fully. They are given good quality written information about the provision including policies and procedures, and they have access to all written records. Information is shared verbally and detailed daily diaries give parents a clear idea about their children's activities and routines. They receive monthly bulletins about up and coming activities and trips as well as information sheets about activities such as the recipe for playdough so that parents can extend their children's learning at home. Parents speak very highly of the care and activities offered and about how well children's cultural backgrounds are respected. The childminder has good relationships with other local providers, sharing relevant information about children attending other settings as well as her own which promotes a consistency of care and learning.

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

Children are offered a good range of activities covering all areas of learning. Activities are provided according to children's interests, stage of development and the next steps that the childminder has informally identified. Observations are recorded in children's 'Learning and development' books and mostly linked to the relevant areas of learning. However, although the childminder is aware of children's next steps and promotes these effectively during activities to ensure

children make good progress, these do not form part of the children's assessment records to ensure they are being effectively monitored. Children with additional needs are well supported and the childminder has a positive attitude towards working with outside agencies and parents to ensure all children's individual needs are met.

Children are confident, happy and settled in the childminder's company and home. They share warm relationships with her and enjoy her company as they play. For example, children welcome the childminder joining in with their role play ideas and talk to her freely as they express their ideas and thoughts. The childminder has a good understanding of how children learn and effective interaction ensures that children are offered rich learning opportunities. For example, as they make playdough together, the childminder skilfully promotes all areas of learning such as introducing new vocabulary such as 'saucepan' and 'spoon', counting the cups of ingredients as they are added to the mixture, talking about the temperature at various stages of its creation and discussing colour as it changes when food colouring is added. Children confidently use size language such as 'bigger' as they play, comparing the size of dolls hands with their own and the childminder's. Children have good opportunities to enjoy the world around them, helping to feed Mr. Hoppy the pet rabbit and visiting the allotment to plant and harvest home-grown vegetables. A good range of electronic and computer toys enables children to develop their awareness of information technology and to learn about how things work, for example, switching them on and off and installing batteries. Children's creativity is effectively encouraged through art and craft activities such as junk modelling, potato printing and painting both with paint and water. Children signal that they wish to dance to music and use their physical skills to move their bodies in time to the action songs and music.

Children learn how to keep themselves safe as they become involved in risk assessments, for example, at the allotment, learn about road safety when out and about and take part in regular fire drills. Children begin to understand the importance of good personal hygiene as they wash their hands after using the toilet using liquid soap and a clean hand towel. The childminder works closely with parents regarding the provision of food. She demonstrates a clear commitment to encouraging children to eat '5 a day' and to understand the importance of a healthy diet. For example, she encourages them to help prepare food and to learn about how to grow fresh fruit and vegetables at the allotment as well as using child friendly sayings to aid understanding. Drinks are freely accessible to children to ensure they remain well-hydrated. Effective records and written procedures are in place to ensure children's welfare is promoted and the childminder has recently refreshed her first aid qualification to ensure that she is able to deal with minor injuries effectively.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- put in place a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing (Procedures for dealing with complaints). 23/09/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the childcare register (Procedures for dealing with complaints). 23/09/2009