

## Inspection report for early years provision

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<b>Unique reference number</b>	221990
<b>Inspection date</b>	14/10/2009
<b>Inspector</b>	Denise May Smith
<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 1991. She lives with her husband in Little Downham, Cambridgeshire. The whole of the childminder's house may be used for childminding and 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 six children under eight years at any one time. There are currently four children on roll, two of whom are within the early years age range. The provision is also registered on the compulsory and voluntary parts of the Childcare Register, offering care to children aged over five years to 11 years. The childminder is able to support children who have special educational needs and/or disabilities. The house is within walking distance of local amenities such as schools, shops and parks. The family have two dogs, but these are working dogs and not pets.

The childminder is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is good.

The childminder has a thorough knowledge and understanding of each child's individual needs, interests and abilities and has established generally effective systems for planning and observing children's progress. Children are valued and respected and the childminder works in very close partnership with parents to provide a fully inclusive service where children's individual needs are met. All of the required policies, procedures and records are in place and support the childminder's practice well. The childminder monitors and evaluates her provision and has a positive attitude towards further development of her skills and knowledge.

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

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

- develop further the systems for observations, including those from parents, use the children's highlighted next steps of learning to inform individual planning and to effectively track children's progress
- develop further the systems to promote effective communications between settings to ensure that children's individual needs are met and there is continuity in their learning

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

The childminder is very clear about her role in protecting children. She has a secure understanding of safeguarding issues, which ensures children's welfare is promoted should she ever have a concern about them. Good steps are taken to identify and eliminate risks around her home, such as protecting low level glass and using a stair gate to limit children's access upstairs. The childminder has risk assessments in place for all areas of the home and equipment which further ensures children are protected from any possible dangers.

The childminder has developed very effective relationships with parents by providing them with regular verbal information about her setting and keeps them fully updated about their child's activities and personal care routines. However, children's learning and development files have not been shared with the parents to enable them to contribute to the observation and assessment process. The childminder is now caring for second generation children, the parents fondly remembering the time they spent in the childminder's care. Parents report that they are very pleased with the provision and that they would not consider leaving their children with any other provider. They also feel that the childminder is extremely flexible making the whole child care experience a positive one.

The childminder has in place a range of policies and procedures to support her good practice. She shares these with parents which helps to keep them fully informed about the care and learning she provides for their children.

The childminder takes time to evaluate the care and learning that she provides, highlighting areas for future development. She has undertaken training on reflective practice to aid this process which ensures children's continue to make progress in their learning and development. The childminder is currently minding on a part-time basis and the children cared for attend other settings delivering the Early Years Foundation Stage (EYFS) on different days in different locations. As a result effective links with these provisions have yet to be forged to ensure continuity in their learning.

The childminder plans a good range of activities and organises her home well to provide children with free access to a stimulating range of resources which promote their learning well both inside and out of doors. This means they are encouraged to make choices in their play and get plenty of fresh air to promote their good health.

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

The childminder has a wealth of experience gained from a career in childminding and ensures that she keeps up-to-date with current thinking by attending relevant and ongoing training. As a result she has a secure understanding of the EYFS. She has a flexible approach to planning, giving priority to children's specific and

spontaneous interests and is confident to deviate from the proposed daily routines and activities in order to follow children's interests and ideas. For example, a child saw a cake that she had made for her family and wanted to make one of his own, so the childminder planned with the child what ingredients they would need to buy from the shops that afternoon. The childminder has begun to record observations of the children and is successfully linking them to the areas of learning and using the information to identify and plan for children's next steps. However, this is not totally embedded to fully underpin the children's learning and help her to track the progress children are making.

The childminder devotes her time and attention to the children, effectively promoting their learning through play and an interesting range of activities. Children are extremely confident and at home in the childminder's care, climbing on her lap for a cuddle while they explain about the 'irrigators' and 'ploughs' they had seen in the fields on a recent outing with the childminder. Children use the resources to develop their own ideas and play. For example, they take boxes from the role play shop to load onto trucks and lorries, taking care to stack them carefully in order to get the maximum number on board without them falling. Children learn about the wider world as they go on nature walks to visit the horses and the swamp pig and collect leaves and conkers to use in their art and craft activities.

The childminder provides a range of activities both indoors and outdoors which promote children's progress in the six areas of learning and prepares them very well for the future. Children draw and colour to develop their pencil control and use this to express themselves creatively. For example they draw dinosaurs because this is what interests them, this leads to a discussion about what dinosaurs eat and whether they are carnivores or herbivores, this given the age of the children equips them with a good range of vocabulary. Children are growing in independence and are eager to contribute toward their own care needs, for example, toileting and hand washing. Children are involved in their local community and take the sorted recycling to the collection point, picking up an elderly neighbour's recycling en route, which enables children to develop empathy for others. Children's understanding of the society in which they live is developed through discussion, stories and play resources, increasing their awareness of culture, gender and ability. This helps children recognise, value and respect similarities and differences between themselves and others.

The childminder encourages children to learn about keeping themselves safe through gentle reminders and explanations. For instance, finding a safe place to cross the road and listening to the noise the smoke alarm makes. Regular fire drills are completed which further protects children making them aware of the procedures to follow in an emergency. Plenty of praise and encouragement is used to raise children's confidence and self-esteem and help them to develop an awareness of right and wrong and to develop good manners. The childminder provides children with healthy and nutritious meals and snacks according to children's individual dietary needs. She has established effective systems to help children stay healthy with regard to keeping her home clean and implementing procedures to avoid cross-infection.

## 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:	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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