

Inspection report for early years provision

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Inspection date	04/09/2009
Inspector	Deborah Kerry
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1990. She lives in a residential area of Cambridge. Local shops, parks and schools are within walking distance. The whole of the property is used for childminding. There is a fully enclosed garden available for outside play. The property is accessed via a step.

The childminder is registered to care for a maximum of three children at any one time. There are currently two children attending who are within the Early Years Foundation Stage (EYFS) age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The family have fish, which are kept in a secure tank.

The childminder walks to local playgroups to take and collect children. The childminder attends local toddler groups with minded children and meets with other childminders on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are successfully promoted as the childminder has a good understanding of their individual needs. The childminder has developed close relationships with parents which helps children to feel safe and secure. The childminder is proactive in developing ideas to improve her practice and has clear systems in place to monitor and evaluate the needs of children in the Early Years Foundation Stage (EYFS) to ensure they are making progress.

What steps need to be taken to improve provision further?

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

- develop partnership working to provide opportunities for parents to share in their children's learning so they can add comments to their children's records and consider ways of liaising with other providers delivering the EYFS to ensure progression and continuity of care
- develop further the use of observation and assessment so that identifying the next steps in children's learning in an ongoing process
- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities to promote children's safety and well-being. She has a clear policy in place, along with documentation on the steps to follow which includes local contact numbers should she have any concerns about safeguarding children's welfare. The childminder keeps records on the assessment of any possible risks in her home to ensure that all areas and equipment are safe for both inside the home and garden, so that children are protected from any possible dangers. All outings children are taken on are included in her risk assessments which ensures that children's safety is a high priority.

All the childminder's policies and procedures are shared with parents, she ensures that they are kept up-to-date through daily verbal feedback and the notice board. The childminder has in place a range of policies, procedures to support her good practice which ensures that children's individual needs are effectively met. She ensures that all the appropriate records are maintained and that resources are suitable for their ages and freely accessible to all children. There is a good exchange on children's individual care needs with parents to ensure their needs are supported. However, systems for parents and other providers to exchange information on children's learning and add to their records are not yet fully established. The childminder ensures all children are welcomed and included and are taken on regular outings within the local community to promote their understanding on the wider world.

The childminder has undertaken training on the EYFS to help develop her knowledge to support children's learning and development appropriately. She has reviewed her practice and has put in place positive changes in line with the implementation of the EYFS. She has a clear action plan in place on areas for development to support children's ongoing progress in their learning and development. The childminder is proactive in seeking advice and guidance and is open to new ideas to ensure her practice remains good and outcomes for children continue to be positive.

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

Children's records show that a balanced range of activities and outings are provided which meets their interests and covers all six areas of learning. The childminder has started to identify the next step in the children's learning and their records are regularly updated to show how they are progressing in their development. All children are able to make free choices about what they want to do, resources are placed within their reach according to their age and stage of development. The childminder undertakes regular observations on children and records their progress, she is beginning to identify the next step in their learning so activities and resources can be used to help their learning and development. The childminder links the observations she does on the children to the area of learning which helps to ensure that a balance of activities are provided. The

childminder is keen to introduce documentation to record children's starting points and capabilities for when they start to help her plan for their needs.

The childminder respects parents' wishes regarding children's dietary requirements and provides children with regular drinks, they have dried fruit and bread sticks for snack. The childminder teaches children about personal hygiene which helps to maintain the health and well-being. Children have access to the garden and are taken on regular walks to ensure their physical development is promoted. The childminder has in place safety precautions and equipment to ensure children are safe and secure from harm. However, the childminder has not practised the emergency evacuation procedures with minded children which could limit their understanding on keeping themselves safe. Children take part in a range of activities around different celebrations which helps to promote their understanding of other beliefs. The childminder ensures that all activities are adapted so that all children can participate regardless of their level of development. The childminder encourages children's first words and teaches younger children new words. Older children confidently communicate their needs to the childminder, they are beginning to recognise numbers and are able to count up to 15 with support.

Children are settled and they receive cuddles from the childminder during their play, older children talk about sharing resources and taking turns with the toys which helps to support their understanding on behaving in a positive manner. Younger children play with shape sorters and enjoy building with bricks, they choose books to look at and visit the library regularly which helps to support their early reading skills. Children draw and colour which helps them to develop their pencil control for in readiness for when they give meaning to the marks they make as they begin to write. Children enjoy listening to different types of music which the childminder plays for them.

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	3

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	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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