

Inspection report for early years provision

Unique reference number	221995
Inspection date	23/11/2009
Inspector	Deborah Kerry
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 1990. She lives with her family in a village close to Ely. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The property is accessed via a step

The childminder is registered to care for a maximum of six children at any one time. There are currently 10 children attending who are within the early years age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a dog.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder supports the welfare, learning and development of children in the Early Years Foundation Stage (EYFS) and meets their individual needs well. The childminder has developed good relationships with parents and other settings children attend. She works well with parents and has regular exchanges on children's development through daily discussions and written diaries. She has evaluated and reviewed her practice and has clearly identified areas for improvement to ensure that children continue to be fully supported in their learning and development.

What steps need to be taken to improve provision further?

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

- develop partnership working further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records.

The effectiveness of leadership and management of the early years provision

The childminder has in place clear, written procedures to follow if she has concerns for children's welfare with local contact numbers included. She has attended advanced safeguarding children training and is fully aware of her responsibilities to keep children safe and maintain their welfare. The childminder has assessed areas for both inside and outside of her home for any potential risks and ensures a record of this is kept. She has completed risk assessments for all outings that she undertakes with children, which ensures that their safety is a high priority.

The childminder has in place a range of policies and procedures to support her good practice which she shares with parents. She writes daily diaries on the activities and daily routine of children for parents and they keep her informed of any changes to their child's needs. The childminder undertakes regular observations on the children in her care and ensures that parents are kept fully involved in their child's development through regular discussions. However, parents do not regularly provide the childminder with information regarding their children's learning and development from home to ensure their progress records are up-to-date. The childminder has developed good relationships with other settings delivering the EYFS and continues topics they provide to support children's on going learning and development. She exchanges information through a book for each child and regularly speaks to their key person so that their development is fully supported.

The childminder has many years experience of caring for children, she has undertaken a range of training to support her good practice. The childminder has also attended EYFS training to help further develop her practice and ensure children's learning and development is fully supported. The childminder has taken steps to review her practice and has identified areas for improvement to ensure that children's individual needs continue to be met.

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

Children are provided with a variety of fresh fruit for snacks to promote their good health. The childminder plans topics on '5 a day' to help develop their understanding on healthy eating. The childminder teaches children to wash their hands after using the toilet and before eating and each child has their own towel to use. This helps to prevent any risk of cross-infection and further promotes their health. Children are provided with a range of opportunities to promote their physical development. For example, they are taken to the park, go for walks and use the garden to run and can access large equipment under supervision. The childminder teaches children the 'green cross code' when out walking and practises the emergency evacuation procedures with children on a regular basis. This helps them to develop an understanding on safety and how to keep themselves safe.

The childminder undertakes regular observations on minded children, which shows what they can do and how they are progressing in their learning and development. The next step in children's learning has been clearly identified, which helps to support their continued progress. The childminder takes photographs of children's achievements and examples of their work are all kept in their scrap books along with a record of their progress. The childminder knows minded children well and provides activities and resources which she knows they will enjoy. All children are provided with a range of resources for craft activities. Children enjoy playing games, they explore the pieces and identify objects to dress up the doll as the childminder reads them the story which accompanies the game. This supports children's thinking and observational skills and develops their understanding on literacy. The childminder uses sign language as she reads the story which develops

children's communication skills and their understanding of peoples differences.

Children celebrate different world festivals through a range of activities to develop their knowledge and understanding of other cultures and beliefs and she ensures that they are age appropriate. She ensures that she works with parents to ensure that children's individual needs are met. Children access a range of tools for woodwork, they hammer nails and screw bolts into wood and foam under supervision of the childminder. This develops their hand and eye co-ordination and dexterity to support their physical development. Children enjoy colouring and drawing with pens and crayons to promote the skills needed for writing.

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	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

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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