

## Inspection report for early years provision

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<b>Unique reference number</b>	222265
<b>Inspection date</b>	05/10/2009
<b>Inspector</b>	Lesley Barrett
<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 1992. She lives with her husband and their two adult children in Sawtry, Cambridgeshire. The whole of the ground floor is used for childminding purposes and there is also a fully enclosed garden available for outdoor play. The family have pet guinea pigs. The house is easily accessible.

The childminder is registered to care for a maximum of six children at anyone time no more than three of which may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary part of the Childcare Register.

The childminder collects children from the local school and meets regularly with other childminders.

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

Overall the quality of the provision is good.

Children are very happy and settled in the childminder's care. They enjoy participating in a wide range of exciting activities and outings and make good progress in their learning and development. The childminder fosters strong partnerships with parents, ensuring that children experience continuity and consistency in their care. Children are safe and secure and effectively protected through thorough procedures and everyday practices. Children feel valued and included because the childminder ensures that routines and activities are planned carefully so that all children are able to fully participate. The childminder demonstrates a positive attitude towards continuous improvement.

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

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

- develop risk assessments to ensure that a full risk assessment is carried out for each type of outing
- develop a systematic and routine approach to using observation to track children's progress towards the early learning goals

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

Positive steps have been taken by the childminder in order to safeguard children and to promote their welfare. She has a good knowledge and understanding of the symptoms of child abuse and the procedures to follow should she have concerns about a child in her care. The childminder supervises children at all times and implements appropriate safety measures to limit children's access to potential

risks. Children experience high levels of supervision and individual attention. Risk assessments of the childminder's home are thorough, ensuring that children are cared for in a safe and secure environment. Although the childminder carries out visual safety checks when on outings, full risk assessments in respect of these have not yet been implemented to fully promote children's safety.

The childminder has devised a wide range of written policies and procedures and these are implemented effectively within her well-organised daily routine. All required written parental consents have been obtained, ensuring children are cared for in line with their parents' wishes. There are good, friendly partnerships with parents. They receive good quality information about the provision and have opportunities to be involved in their child's learning through daily chats with the childminder, looking at assessment records and offering ideas to promote their child's development. They speak very highly of the care offered, stating that the childminder communicates effectively, offers the children a good range of activities and that their children really enjoy the time they spend at her house. Settling in is flexible according to the child's needs and the parents wishes and good information is obtained from parents, for example, about their routines at home, to enable the childminder to get to know the child and meet their needs effectively.

The childminder demonstrates a dedicated and professional approach to childminding. She holds a relevant early years qualification and has completed a range of additional training to ensure she has developed a good knowledge and understanding of how to promote children's welfare, learning and development. The childminder demonstrates commitment to continuous improvement and is passionate about her role. Children benefit from high levels of individual attention and flourish in the childminder's care.

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

Children are offered a good range of activities across all areas of learning and are provided with opportunities to play in a welcoming and child-friendly learning environment. They are confident in the childminder's care as they freely choose what they want to do and spend time forming strong relationships with the childminder and each other. Children have good opportunities to learn about keeping themselves safe through learning about road safety when walking to and from school and simple reminders such as not running in the kitchen. They are encouraged to follow good hygiene routines, such as hand washing and they have their own individual towels to prevent the risk of cross contamination. Although parents provide all snacks and meals, the childminder promotes a healthy diet and encourages parents to make positive choices for their children. Drinks are freely accessible to children, which ensures that they can meet their bodies needs independently and remain well-hydrated.

Children behave in a manner which is conducive to learning as a result of the childminder's positive interaction and clear explanations, for example, the importance of sharing. Children receive good levels of praise for their achievements and efforts and this effectively promotes their self-esteem. Children

are beginning to develop an understanding of the wider world and the childminder has a range of resources that is representative of diversity. The childminder ensures that children develop effective skills from a young age to enhance their communication, numeracy and literacy skills. For example, she encourages them to talk about size, shape and colour and to practise counting throughout their play.

The childminder knows individual children very well and uses this knowledge to successfully support their individual needs and next steps of learning during activities. She demonstrates a good working knowledge and understanding of the Early Years Foundation Stage (EYFS) and how to promote children's learning and development. As a result, children make good progress towards the early learning goals, given their capability and starting points. The childminder is intuitive of each child's individual needs as she records brief observations of children's developmental needs and interests. Each child has individual records in place, containing regular recorded observations and examples of their achievements and their next steps for learning are identified. However, these do not currently show how a child is progressing towards the early learning goals to ensure there is a balance across all six areas of learning.

Children are confident and very happy and settled in the childminder's care. They enjoy her company and are eager to share their choice of activities with her. Children's language development is encouraged as the childminder speaks clearly to children and asks them simple questions to enable them to think. Children enjoy listening to stories and freely choose books, taking them to the childminder to share. The childminder encourages children to recall experiences as they put together a farm yard and they talk about what they saw on their visit to the farm. Through nature walks and trips into the local community, children explore the world around them and living things. Children develop collaborative skills and problem solving through construction play. The childminder encourages children to extend their physical skills as they have lots of opportunities to be active. For example, children use climbing apparatus, at a local park and a good variety of ride-on toys within the childminder's home, where they practice manoeuvring them on different levels.

The childminder demonstrates a positive approach to ensuring children's additional learning and development needs are met. For example, she works in partnership with parents, gaining valuable information about children's starting points to inform her practice and to ensure children continue to be motivated and interested to learn. In addition, the childminder is committed to networking with other childminders and working with other professionals to ensure that each child is fully supported. As a result, children are constantly engaged and thoroughly enjoy their time with the childminder. They become independent and thrive within a supportive and inclusive environment.

## 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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