

## Inspection report for early years provision

---

<b>Unique reference number</b>	222348
<b>Inspection date</b>	03/11/2009
<b>Inspector</b>	Sandra Hornsby
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 has been registered since December 1992. She lives with her husband and three children aged 11, 15, and 17 years old. They live in a house in the central part of Wisbech, Cambridgeshire. The house is within walking distance to the town, school, park, pre-school activities, shops and library.

The whole of the ground floor is used for childminding with the use of the upstairs bathroom facilities. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends local carer and toddler groups. She is a member of the National Childminding Association and is an active committee member of various childcare organisations. She is a member of an approved childminding network and currently receives early education funding for three and four-year-olds.

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

Overall the quality of the provision is good.

Well developed knowledge of each child's needs ensure the childminder successfully promotes children's learning and welfare. Every child is supported and they make good progress in their learning. Systems and arrangements to safeguard children are fully in place and children's safety and welfare is well supported. Engagement with parents is good and their involvement in the setting ensures continuity of care. Links with the wider community and other Early Years settings and agencies ensure children's education and care is promoted to a good standard. The childminder has a good understanding of her strengths and weaknesses and takes effective steps to improve.

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

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

- develop dynamic and flexible systems to organise toys and equipment to support personalised learning for all children
- develop further the use of observations and assessment to help plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals.

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

Arrangements for safeguarding children are robust. The childminder reviews her processes regularly and keep her knowledge and understanding up-to-date. She is able to identify any child at risk of harm and follow the Local Safeguarding Children Board procedures. Children are helped to understand about keeping safe and they display an understanding by following simple routines and practices. For example, children sit down on the floor when they drink and babies do not attempt to crawl up stairs. The childminder carries out risk assessments and takes action to identify and eliminate hazards.

The childminder has high expectations of her practice and is motivated to make improvements. She has lots of involvement with other early years providers and agencies and shares good practice. She monitors and evaluates her own provision and is continually assessing and monitoring. She has an on-going action plan and is working towards meeting all the realistic targets to improve the outcomes for children. Children make good progress and learning takes place, although the haphazard organisation of equipment hinders their free use of resources. Therefore, children cannot always make independent choices and help themselves from a very wide selection of equipment, they rely on the childminder to get equipment out.

The childminder has good knowledge of each of the children in her care. She has a good understanding of children's development, progress and welfare needs. This enables her to provide good quality care and education and effectively meet children's needs. Use of local community groups and regular outings to places of interest provide children with opportunities to learn about the society they live in. Toys and equipment used in everyday play and posters and pictures provide children with images of diversity where they begin to appreciate differences and build positive attitudes.

The childminder has devised systems to ensure regular communication takes place between herself and other agencies who support children. This ensures continuity of care and successfully identifies children's needs, promoting welfare, care and learning. Engagement with parents is very good. The childminder shares all documents and policies with parents and seeks their views about her care of their children and how they wish the childminder to support their learning. Parents are kept fully informed about their children's achievements and observation profiles, photographs and records are shown to parents regularly. There are clear channels and information given to parents to help them understand about safeguarding responsibilities and how to make complaints.

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

The childminder has good understanding of the Early Years Foundation Stage (EYFS) learning and development and welfare requirements. This effectively

promotes children's learning, social and physical development, and economic well-being. Children have access to some age appropriate toys, for example, puzzles, a garage and cars, magnetic fishing game and Noah's ark shape sorter and are offered interesting and stimulating play opportunities both indoors and out. Children become animated when they competently repeat the sounds of animals, they laugh with glee and excitement. Children enjoy putting the puzzle pieces together, and trying to fit the animals in the ark. Regular outdoor play opportunities help children's physical development and climbing skills. They use their senses to touch and smell the environment and run through the leaves. Children learn about natural resources and bring home shells from the sea-side to hold and feel. Supporting children's understanding and learning about the world around them. Early mathematical language is used as part of children's everyday play as they count steps and pieces of fruit. Babies use simple sign language for please and thank-you confidently and have stories and view books. Children go to local music and childminding groups, where they play with different toys and have the freedom to make decisions and choices about their play. They visit local parks and places of interest and bring things home to add to an interest book.

The childminder gathers children's starting points about the children from the parents at the beginning of the arrangement, and undertakes observations. She has a good working knowledge of the children's needs and interests and plans flexibly with their interests in mind. She ensures children have a balanced and varied range over the time they attend and incorporates their learning plans during group attendance, outings and at home. The childminder supports individual children because she knows about the children in her care.

The childminder carries out observation and assessments and their use in planning is generic for all children attending. Although planning does not fully reflect individual children's next steps, the childminder has a good understanding of all children and individualises activities to challenge and meet children's learning needs. She has identified this aspect of her work as a development area and is looking to improve systems for observation, assessments, next steps and planning to make them more effective for children's learning.

Children's welfare is met to a good standard; they make progress and show they enjoy their play. They develop independence and confidence as young children feed themselves, wash their own hands and spontaneously wipe their placemat when they finish their meal. Simple routines and good quality interaction help babies to feel secure and safe. Children are engrossed in their play and pick what they want to do. They play well on their own, are curious and inquisitive and enjoy the praise and encouragement that the childminder offers. They smile, laugh and use eye contact and demonstrate good attachments. A picture register for children to complete helps them develop a sense of belonging and a feeling of importance and self worth. Children are beginning to understand about keeping themselves safe and healthy. The childminder has systems and routines that children are familiar with to support their health and well-being. They use gel and wash hands to prevent cross-infection, young children are starting to understand what healthy food is and pick from pictures what they want for a snack. The childminder is first aid trained and has permission to administer emergency first aid. Regular outings challenge children's physical development and support their fitness and skills while

they get lots of fresh air and exercise. Overall, children's health needs are understood, food, dietary requirements and sleep needs are all well met, and young children are settled.

## 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	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

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