

Inspection report for early years provision

Unique reference number	222629
Inspection date	19/01/2010
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).

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 1996. She lives with her family in a village close to Newmarket. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The building is accessed via a low step.

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

The childminder takes and collects children from local schools and attends local parent and toddler groups with minded children. The family has two guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children in the Early Years Foundation Stage are cared for in a safe environment. The childminder knows minded children well and provides activities that she knows they enjoy and helps them to learn. There are good systems in place to ensure daily communication with parents on children's individual needs. The childminder ensures that she records children's individual progress on their learning and development. The childminder has effective methods for evaluating her practice in place and has identified areas for development to ensure continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- develop further the observations undertaken on children and ensure that they are linked to the six areas of learning
- ensure that a record is kept on the risk assessments undertaken for each outing and all the emergency evacuation practices and include 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 welfare. She has documentation on the steps to take, with local contact numbers in place should she have any concerns for the welfare of a child. The childminder has assessed her home and garden to ensure that any potential risks to minded children are minimised. She has assessed the risk for the journeys. However, these do not include the premises or places that are visited when on

outings to ensure children's safety is maintained. The childminder has clear procedures in place for the emergency evacuation of the home which are practised with minded children. However, there are no records kept to ensure that children's understanding of keeping themselves safe is developed.

Children are taken on regular outings to develop their understanding on the environment and the wider world. Children are provided with resources and a range of activities within the home to promote their understanding of the cultures and beliefs of others. The childminder welcomes all children and works closely with parents to ensure that their individual health and dietary needs can be met. The childminder has a range of policies and procedures in place to support her practice, which are shared with parents. The childminder is provided with essential information from parents to enable her to care for minded children responsibly and their wishes are respected. The childminder keeps parents fully informed about their child's progress through written daily diaries. Parents add comments to their diaries so the childminder is kept informed regarding children's learning and development to ensure their ongoing progress is supported. Parents also provide the childminder with feedback on her practice which ensures that she is able to support their children's needs appropriately.

The childminder has evaluated and reviewed her practice and has clearly identified areas for development to ensure that outcomes for children continue to remain positive. She regularly updates her action plan and includes timescales for completion of the improvements she has identified. She regularly attends further training to consolidate her knowledge on early years and to ensure that she is able to continue to provide good support for children's development.

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

The childminder encourages children to eat healthily, as snacks and meals include a variety of fresh fruit and vegetables. All food provided by parents is stored appropriately to ensure children's health is promoted well. Through the daily routine, children learn about the importance of hand washing to remove germs after using the toilet and before eating. Children have drinks freely accessible so that they remain hydrated. Children's health and medical needs are fully supported through the comprehensive policies and procedures the childminder has in place. Children are taken on regular walks and outings to the park to access large equipment to develop strong bodies. When on outings, the childminder teaches children road safety to help them to develop an awareness of how to keep themselves safe when outside the home.

The childminder organises her home to allow children to move around freely and safely and they are able to self-select resources from the range available. This promotes children's independence and thinking skills as they are able to make choices in their play. The childminder records all activities the children participate in each day in a daily diary. She identifies the next step in their learning to ensure that they are fully supported in their progress. The diaries are sent home with parents each day so that they are kept fully informed of their children's

development. However, the observations are not currently linked to the six areas of learning to ensure children receive a broad and balanced range of activities.

Children enjoy playing with toy animals and count them with the childminder. This promotes children's understanding of numeracy. They 'make tea' and 'cook' using role-play resources to develop their imagination. They develop their understanding of technology through playing with electronic toys; they discover how the buttons work and listen to the different sounds they make. Children enjoy moving to music; this helps to promote their balance, coordination and physical development well. The childminder reads stories to the children to promote their interest in books and their early reading skills.

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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