

Inspection report for early years provision

Unique reference number	222767
Inspection date	17/12/2009
Inspector	Emma Bright
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 1998. She lives with her husband and three children aged seven, 10 and 13 in a village close to Royston, Cambridgeshire. The premises are accessed via a small step. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time, of these no more than three may be in the early years age range. She is currently minding four children in this age group, all of whom attend on a part-time basis. The childminder 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, and attends the local parent and toddler group. The family has two dogs, two cats, one turtle and one chicken. 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.

Children make good progress in their learning and development because the childminder deploys her resources well and provides a broad range of stimulating learning opportunities for each child. The childminder recognises each child's individuality and effectively promotes inclusive practice so that children feel secure and valued. She has established good working relationships with parents and this ensures children's individual needs are well met. The childminder has a strong capacity to maintain continuous improvement and is committed to improving her service for children and families. All of the required documentation is in place to promote and safeguard children's welfare.

What steps need to be taken to improve provision further?

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

- develop the use of information about children's learning so that parents have further opportunities to contribute to the record of their child's progress towards the early learning goals
- develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children and regularly attends training to ensure her knowledge is up to date and this means children are kept safe from harm. Risk assessments are clear and detailed to ensure that hazards are identified and minimised; rigorous daily checks further improve children's safety. The childminder carefully supervises children as they play, making sure her home is secure so that children cannot leave unattended. The childminder is well organised; clear documentation and good record keeping promotes the safety and welfare of the children and underpins the good quality care offered. Thorough safeguarding policies and procedures are in place to ensure that children are fully protected.

The childminder has a good knowledge and understanding of child development. She reflects on her practice and demonstrates a clear commitment to continual improvement to develop her provision further and to improve her practice to achieve the best possible outcomes for children. The childminder organises space and play resources effectively to meet children's needs; she has a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's growing skills. Resources are checked regularly to ensure they are safe for children to play with.

The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure to be left in her care. She has good relationships with parents and gathers clear information from them so that she knows about children's individual needs and can provide a consistency of care. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. Clear written policies and procedures are shared with parents so that they know about the childminding provision. The childminder has a positive attitude to liaising with other providers delivering the EYFS, however she has not fully developed the system to make closer links with these settings.

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

The childminder has a good understanding of children's individual abilities and interests; children enjoy their activities with the childminder and they take part in a wide range of play opportunities that help them to learn and develop. Planning is in place and is flexible so that it can be adapted to focus on and extend children's interests. The childminder records each child's achievements through a balance of photographs, examples of work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development. However, parents do not fully have opportunities to contribute to these records in order to share what they know about children's progress.

Children's understanding of diversity is developing as they participate in daily

discussions and access relevant resources, learning about other cultures and festivals. They also take part in events such as visiting the local old people's home to sing carols for the residents. The childminder has sound strategies in place to care for children with special educational needs and/or disabilities. Children's independence and confidence is promoted as the childminder organises toys and resources where they can access them, allowing them to be active learners and make choices about their play. Children learn about responsible behaviour; they share and are kind to each other because the childminder is consistent and promotes positive behaviour. They enjoy visits to places of interest, such as a nature walks to collect leaves and they socialise with others at local group sessions.

Children learn about the world around them by observing nature and they care for living things. For example, they help to feed the chickens and collect the eggs. The childminder encourages children's language skills through effective interaction. Consequently children are confident communicators and enjoy talking with adults, recalling their own and shared experiences. Children explore their creativity in a range of art and craft activities; they freely produce drawings and pictures to represent their ideas which they enjoy taking home to share with their families. Children begin to be problem solvers as they confidently operate simple equipment such as push and play, or pop-up toys. They learn about and begin to use numbers in their play, for example counting how many cars they see on their journey to school. These simple activities lay the foundations to support the children's future economic well-being.

The childminder is fully aware of her responsibilities to safeguard children. She helps children to learn how to keep safe, both in the home and on outings. For example, they learn about crossing the road safely and they regularly practice the fire drill so that they know what to do in an emergency. The childminder encourages children to have a healthy attitude towards food because she ensures they have balanced and nutritious meals and snacks, and they take part in cooking activities, such as making pizza. Children learn about keeping healthy as they put their hands over their mouths when they cough and readily wash their hands before eating. Visits to activity groups and local amenities, gives children a chance to socialise and develop relationships within their own community.

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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