

Inspection report for early years provision

Unique reference number	222872
Inspection date	24/02/2010
Inspector	Lynne Kathleen Talbot
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.

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Description of the childminding

The childminder was registered in October 1998. She lives with her husband in a village close to Royston. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. There are currently three children attending part-time hours, all of whom are within the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected by the childminder because she develops a clear knowledge of each child's needs and development. She forms a positive relationship with parents and carers offering flexibility, sharing information and plans, and working together to solve difficulties; attention to these areas of care ensures that children's needs are met and that activities promote good progress overall in their learning. Partnerships with other agencies, where needed, are effective and plans are in place for when children attend other settings providing Early Years Foundation Stage (EYFS). The childminder takes positive steps to promote children's welfare through established routines for health, minimising risks and sound understanding of safeguarding. The childminder has a positive attitude towards development implementing and reviewing clear policies to improve outcomes for children but is yet to fully utilise self-evaluation as the basis of review to ensure continued development.

What steps need to be taken to improve provision further?

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

- improve the use of information gathered about children's learning to enhance their good progress towards the early learning goals with particular reference to using the next steps to inform the planning and ongoing parental input
- ensure that you have an up-to-date understanding and are able to implement the safeguarding children procedures in line with the Local Safeguard Children Board guidance and procedures
- develop further the use of self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children's welfare is well promoted because the childminder has a good knowledge of the EYFS and how young children learn and develop. She holds all required documentation relating to safeguarding and fully understands her role and responsibilities but has some incorrect information in her current policy and has been unable to attend updated training in order to ensure that she fully understands current procedures. The childminder ensures that all persons required undertake the appropriate checks to safeguard children. Thorough risk assessments are completed for the premises and outings undertaken. Children take part in activities designed to increase their awareness of personal safety. For instance, they undertake activities designed around topics such as 'staying safe outside' where they explore road safety. Procedures for illness and medical assistance are well-developed and include details of backup support and emergency carers.

The childminder offers an inclusive service for all children in her care and ensures that she understands each child's background, culture, beliefs or individual needs. She helps children to recognise differences and respect diversity by providing opportunities for them to ask questions about what they see and hear around them. For example, they enjoy exploring Chinese New Year and the culture looking at foods and crafts. She is aware of children's individual learning styles and needs and makes sure that she works closely with parents to incorporate any needs. For example, she seeks key words to appreciate children's home languages and incorporates signing, where required by parents, into daily care. The childminder has a positive attitude towards working with other agencies. Where children have medical needs she works closely with parents and the medical agencies to meet those needs and is fully prepared to work with other settings providing EYFS once children are of an age to attend. The relationship with parents is good enabling them to share information regarding well-being verbally or using diaries as requested. Parents comment that the childminder 'considers the day carefully to make sure that each child is having fun whilst partaking in assorted activities or learning games' and that she 'provides a varied day for children'. However, there is not yet a system showing that parents are fully involved in the planning for the learning programme or the ongoing assessments for development.

The childminder shows an awareness of development and seeks informal feedback from parents supplemented by recent questionnaires to ensure that her care is having a positive impact on outcomes for children. Self-evaluation processes have been started reflecting on the five 'Every Child Matters' outcomes but are, as yet, insufficiently broad ranging to identify areas of strength or required development to help towards continued review and personal development across all areas. Children achieve and make good progress in their learning because resources are organised and enable children to self-select activities to support their learning. The home is welcoming and daily routines include exploring the local community resources providing an extended range of opportunities for children.

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

Children are confident and enjoy their time spent with the childminder. They make good progress in their development because the childminder is skilled in supporting their learning through play based on their current interests. The childminder observes children as they play and shares that observation with parents verbally each day and is beginning to use journals to record summary progression assessments as well as observation undertaken. Planning is based around topic themes each month and is displayed for parents showing trips, particular activities and the aim of the theme, for example, 'getting dressed' shows one aim to be preparation for attendance at a local group and will help children in their new setting. However, whilst next steps are identified they are not shown to be fully informing or incorporated into the planning meaning that potential learning opportunities may be missed.

Children are actively involved in their learning. They move freely from one activity to another making free choices to initiate learning. They count spontaneously, as shown when stacking skittles, and name and sort colours readily. Young children are supported to explore new concepts such as comparing silver and gold, and discussing the differences between daylight and night time hours. They are seen to be questioning things around them and absorbing new knowledge eagerly within a stimulating environment. Very young children enjoy tactile and musical play materials showing that they are secure by smiling and babbling making good eye contact with the childminder and adults in the home. Children explore size and shape as they use wooden stacking blocks to compare large and small, and matching the pictures built onto the four sides as they build them to the top. They explore creativity as they link their current favourite picture book 'The three little pigs' telling the childminder they will 'huff and puff to blow it down' before knocking their stack of blocks over. Children build freely and tell the childminder what they have made. When building a train with a structure across the top they are urged to consider what else it may represent; after due consideration they tell the childminder it is a 'choo choo aeroplane' laughing as they do so and 'flying' it across the room. The childminder takes advantage of learning situations such as this to make links to children's personal circumstances talking about extended family and visits made to see them.

Children explore the world around them eagerly. Time is spent outdoors using tents and tunnels as well as sit and ride toys in both the garden and the adjacent park. This ensures that children have opportunities to explore and extend their physical skills each day. Children remind the childminder that they must feed the fish in the pond and hunt for bugs and worms in the garden. Children enjoy following themed works looking at the National Bird watching month (February 2010) and have helped to establish a bird feeder table in the garden stocking it with appropriate foods for the birds. They are encouraged to link this to their own health and healthy eating confidently telling adults that the foods will make the birds big and strong and linking this to small children. Familiar routines for hygiene help children to establish good health and hygiene awareness, they seek their own towels when washing their hands. Children enjoy a range of fruits for snacks

learning about safety as they are reminded not to jump with food in their mouths and beginning to understand the risk of choking. Positive relationships with parents, supported by displayed house rules, help to establish levels of expected behaviours helping children to feel secure and learn about how their behaviour affects others around them.

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	3
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	3
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
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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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