

Inspection report for early years provision

Unique reference number	223105
Inspection date	26/11/2009
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 2000. She lives with her family in a village near Cambridge. The whole of the ground floor of the childminder's house is used for childminding, with use of the toilet upstairs, and there is a fully enclosed garden for outside play. The property 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 six children attending who are within the Early Years Foundation Stage (EYFS) age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children and she attends the local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a supportive environment for children in the Early Years Foundation Stage (EYFS). She knows minded children well and provides activities that they are interested in and enjoy. The childminder has regular discussions with parents on children's development. However, she has not fully implemented the requirements of the EYFS to ensure children's individual learning and development needs are fully met. The childminder has undertaken some review of her practice and has implemented some positive changes but has not identified any other areas for further development.

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 and the systems for monitoring children's progress so the next steps in their learning can be identified and ensure that they are linked to six areas of learning
- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved
- develop procedures to review practice to ensure that children's learning and development are fully supported and to ensure all the requirements of the Statutory Framework are in place.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of promoting children's safety and welfare, and the steps to take should she have any concerns on safeguarding children. She has clear procedures in place with local contact numbers available to promote children's continued welfare. The childminder has undertaken an

assessment of her home and garden to ensure that they are secure and that there are no risks to minded children. This includes risks assessments undertaken for outings, which ensures that children's safety is maintained when away from the home. The childminder keeps a record of this in place to ensure that all areas and equipment are included. The childminder has clear procedures in place for the emergency evacuation of the premises but has not put them into practice, which could compromise children's safety.

The childminder is developing relationships with parents and provides verbal feedback at the end of the day, to ensure they are kept informed about what their children have been doing whilst in her care. The childminder keeps parents informed about their child's learning and development to ensure their progress is supported. The childminder has some policies in place to support her practice which she shares 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 exchanges information with pre-schools delivering the EYFS minded children attend on their interests and needs. The childminder continues topics and themes the pre-schools plan at home to ensure the continuity of children's learning and development.

The childminder is beginning to develop her knowledge of the EYFS but has not yet implemented all necessary changes into her practice to fully support children's learning. She has undertaken some review of her practice but has not identified any areas for development with regard to the required changes of the EYFS.

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

The childminder works with parents to ensure that children's individual dietary needs are met and ensures that any food they provide is stored appropriately. Through the daily routine they learn about the importance of hand washing to remove germs after using the toilet, playing in the garden and before eating. Children have opportunities to promote their physical development through going on walks and playing in the park. The childminder teaches children road safety when out walking to develop their understanding on how to keep themselves safe.

Children are able to make choices in what they do and can self-select resources from the range stored in the play room to promote their independence. They enjoy playing with musical toys and use role play resources to support their imagination and thinking. The childminder has some resources within the home to promote children's understanding of other cultures. The childminder chats freely with children to help develop their language and communication skills. Children enjoy looking at books and the childminder asks them questions about the pictures that they see. This develops children's interests in books, their thinking and early reading skills. The childminder uses number rhymes to support children's play and helps them to count objects to develop their knowledge on numeracy.

The childminder discusses children's needs with pre-school staff to ensure that their learning and development can be supported appropriately. She undertakes

observations on children's achievements. However, the next step in their learning has not been identified and they are not currently receiving a broad and balanced curriculum. This shows that children's progress and all round development on the six areas of learning is not being fully supported.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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