

Inspection report for early years provision

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Inspection date	04/11/2009
Inspector	Sharon Waterfall
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 1996. She lives with her husband and daughter in the village of Eye, a suburb, to the east of Peterborough city centre. The ground floor of the house is used for childminding and a fully enclosed rear garden is accessed directly from the house and is available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding three children in the early years age range. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects from and takes children to the local schools and pre-schools. The family do not have any pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has an appropriate understanding of the learning and development requirements within the Early Years Foundation Stage (EYFS). Inclusion is promoted and she provides a suitable range of activities to help children make progress in their learning and development. She works with parents to ensure children are settled and she recognises each child's individual needs which helps them to feel secure. Children's safety is enhanced in some areas, though risk assessment documentation requires further attention. The childminder demonstrates suitable commitment to continuous improvement, including processes of self-evaluation and identification of training needs.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 30/11/2009

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

- increase knowledge and understanding of the six areas of learning and use information gathered to effectively plan for children's next steps in learning
- build up links with others who care for the children to better identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Most welfare requirements have been met and the childminder provides a welcoming, safe and secure environment for the children. They are appropriately safeguarded as the childminder has attended previous training regarding child protection issues and is aware of potential signs of child abuse and the appropriate agencies to report concerns to. She is suitably aware of her responsibilities with regard to supervision and ensures that her resources are appropriate to children's individual ages and stage of development. The provision is organised well and documentation is in place to promote the welfare of children. A written risk assessment has been conducted of the home and frequent outings, daily checks ensure that rooms and equipment are safe for children to use. However, the assessment is not signed or dated which is a requirement within the Early Years Foundation Stage.

There are systems in place for monitoring and self-assessment and the childminder has identified that further training in the learning and development requirements would enhance her knowledge of how to support children's progression. She actively uses the EYFS to check that she meets most requirements and to inform her observations. She has accessed short training courses, such as an introduction to the EYFS and has satisfactorily addressed the recommendations raised at the last inspection. Consequently, this has a positive impact on the quality of provision for children. The childminder adequately promotes equality and diversity as she demonstrates a positive attitude to including all children and families, respecting their individual backgrounds and supporting and valuing children's differing cultures. Attendance at local community groups provides children with opportunities to learn about diversity through food tasting experiences and discussion.

Good relationships with parents have been formed and the childminder gathers information from them so that she has an awareness of children's individual interests and needs and can provide a consistency of care. All records are readily available to the parents, alongside daily diaries, photographs and examples of children's creative work. Replies from parental questionnaires evidence their satisfaction with the provision and demonstrates the value the childminder places on the parents opinions. Relationships with other care providers are friendly but systems are not effective in sharing detailed information about children's learning.

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

Children are settled in the childminder's home and they separate well from their parents. They take part in a range of play opportunities that sufficiently help them to learn and develop. The childminder is beginning to understand the children's individual abilities and has sufficient knowledge and understanding of most of the learning and development requirements within the EYFS. However, her knowledge of the six areas of learning is not yet fully secure or are her systems of planning,

observation and assessment of the children's learning. Therefore, this potentially restricts their progress in some areas. Parents are beginning to be encouraged to contribute to these records to help build on what children know through daily discussions.

The childminder interacts with the children at their own level and she is aware of their favourite toys and interests. They are beginning to develop their skills in communication, language and literacy as there is constant discussion and the childminder values what the children say. They enjoy singing sessions and younger children are encouraged to repeat words to build their vocabulary. Mark making and early writing activities are provided through creative activities such as drawing and painting. At times these activities can be quite formal such as pre school children using handwriting practice books rather than having opportunities to 'write for meaning' during their play. Baking and cooking opportunities provide the children with experiences to learn about how ingredients change and skills for life, though the childminder does not always identify further learning experiences such as problem solving, reasoning and numeracy from weighing and measuring the ingredients.

Children have regular opportunities for fresh air and exercise. This is because they walk to and from school each day and regularly stop off at the local park which is on their route, where they like to watch the birds and squirrels. Whilst outdoors children are also beginning to learn about the world around them, as they collect leaves and conkers to create pictures which represent 'autumn'. Some of the younger children are also involved in sessions at local groups where they access large play equipment such as climbing apparatus.

Healthy eating is suitably promoted as the childminder gathers information from parents about children's dietary requirements, which she uses to provide a range of healthy snacks. That said, the majority of meals are provided by the children's parents in the form of a packed lunch, which are appropriately stored in the fridge. The childminder encourages an awareness of personal hygiene and children wash their hands before and after eating. The childminder ensures she can respond appropriately if a child becomes ill or has an accident as she has completed a relevant first aid course. Children's safety is suitably enhanced as they are involved in practising the fire drill and learn about road safety whilst walking in the local environment.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (Arrangements for Safeguarding Children) 30/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Arrangements for safeguarding children) 30/11/2009