

Inspection report for early years provision

Unique reference number	EY389770
Inspection date	09/10/2009
Inspector	Veronica Sharpe
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 lives with her husband and two children aged nine and four years on the outskirts of Ely, Cambridgeshire. She is registered to care for no more than five children, two of whom may be in the early years age group. She is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 10 children on roll, most of whom attend on a part-time basis. Of these, two are in the early years age group.

Minded children mainly use the ground floor of the home, with a bedroom on the first floor for sleeping. The home is within walking distance of local schools, toddler groups and the city centre. The family has three cats that live outside. 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.

The childminder provides a wide range of interesting activities that ensure all children make good progress in their learning and development. Resources are successfully deployed so children of all ages can make independent decisions about their play. Warm relationships with parents help to ensure children feel safe and secure and the childminder has generally effective systems in place to share information with parents. The childminder evaluates the quality of provision and has a positive attitude to her own professional development, which contributes to her ability to continue to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- review written documentation to ensure it is up to date and reflects the Early Years Foundation Stage
- further develop ways for parents to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibilities to keep children safe and she supervises them carefully at all times. All necessary documentation is in place to promote the welfare of children, for instance, daily attendance records and parental consents, however, some of the policies and procedures are not fully updated so they reflect the Early Years Foundation Stage. The childminder understands her role in safeguarding children and is well informed about the Local Safeguarding Children Board procedures; this helps to ensure children are kept safe from harm.

The childminding setting is organised effectively so children play in a clean and safe environment. Resources are well deployed so children access them easily and the childminder lays out additional toys and equipment each day to reflect each child's interests and abilities, such as building blocks or role play materials. As a result children feel welcome and have their individual needs met.

The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage, for example, she has regular conversations with teachers at the local school and is currently introducing a shared day book to aid consistency of practice. There are warm relationships with parents, who say they are happy with the quality of care and appreciate the positive impact the childminder has on their children. To ensure each child has their individual needs catered for the childminder collects information from parents about children's likes, dislikes and abilities. Daily verbal feedback and a daily diary reassures parents about their children's well-being.

The childminder has developed an effective system for self-evaluation that enables her to identify her strengths as well as areas for development; this ensures she is able to maintain the quality of the provision. She has a keen commitment to training and has attended a number of courses to increase her ability to improve the outcomes for children, such as behaviour management, autism and supporting boys.

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

The childminder provides a relaxed environment where each child is valued and they are clearly relaxed and comfortable in her care. Children eagerly engage with the childminder and take part in a good range of play opportunities that help them to learn and develop. They chat readily with her and she is warm and responsive with them. The childminder demonstrates a sound understanding of the Early Years Foundation Stage and because she knows the children well she is aware of their individual developmental needs. She observes the children in their play and uses the information to plan activities and organise suitable resources that reflect children's interests. This helps to ensure they make good progress in all the areas of learning. As yet, parents' opportunities to contribute to their children's development records are limited, which potentially hinders their ability to take a full and active part in their children's learning.

Children are developing their independence as they select resources such as books and puzzles and make decisions about their play. They move around the home confidently and show warm affection for the childminder, holding up their arms for a cuddle. Children form positive relationships with each other and show they enjoy each other's company; they play alongside each other and, are learning to share and take turns, for example, as they play with small cars or join up the train tracks. Children benefit from ample opportunities to develop relationships with other children in their local community at activity groups and the local parks and play areas.

Children problem solve independently, for example, finding out the little oven door needs an extra push to keep it shut. Older children learn to develop a sense of responsibility as, for example, they buddy up with younger children when out walking, taking care of them and are good role models when they wait to cross roads. The childminder develops children's language skills well as she repeats and models new words, reads with them and encourages them to sing songs together.

Children learn about their wider community as they walk to school and visit local parks, shops and play areas. They have ample opportunities to socialise as they attend local groups, or visit with other childminded children. They enjoy opportunities to develop early writing skills and freely access mark-making materials such as crayons, pens and paint brushes. The childminder develops children's learning by introducing mathematical concepts such as counting and colour recognition in songs and games. Resources, such as dressing up clothes, small world toys and books, help children develop their understanding of the wider world. In addition the childminder plans activities to help children explore different cultures and religions, for example, they look at festivals and special events from other countries.

Children enjoy plenty of fresh air and exercise as they visit local parks and walk to and from school. The back garden offers good opportunities for physical exercise as children use the climbing frame, slides, wheeled toys or bats and balls. Meals are mainly provided by children's parents and are healthy and nutritious. Children sit together for meals and snacks so they can socialise and learn good habits. They freely access fresh drinking water throughout the day, which enhances their ability to concentrate and be active.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met