

Inspection report for early years provision

Unique reference number	259587
Inspection date	08/10/2009
Inspector	Melanie Calway
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

This childminder was registered in 2001. She lives with her two children, aged nine and 14, in Cambridge. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to provide 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. She is currently minding two children in this age group. She also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local schools and pre-schools and takes them to the library, local park and to the shops.

The childminder is a member of her local childminding network and has been awarded the 'Children come first' accreditation scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are very well met because the childminder observes children closely and as a result is familiar with the way they play and learn. She uses her knowledge of their stage of development to provide activities which will motivate and stimulate them and extend their learning. She offers a welcoming and inclusive service and engages with parents to involve them in their children's learning and development. She reflects on her practice using a range of methods and has a firm commitment to further improve and develop her service.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it identifies areas of the environment that need to be checked on a regular basis and when and by whom they have been checked. 12/11/2009

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

- develop systems to share information about children's learning and development with other providers of the EYFS when children attend more than one setting.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect. The childminder has had the necessary checks to ensure that she is suitable to care for children. She has recently completed safeguarding training and has a secure knowledge of what to do if she has a concern about the welfare of a child in her care. She has up-to-date information, including referral numbers, and has a clear safeguarding policy which is shared with parents. The childminder has a good safety awareness and conducts regular risk assessment. She checks her environment inside and out on a daily basis and takes action to remove any items which may pose a risk to children. She keeps a record of her risk assessments but this does not include sufficient detail. It does not identify all aspects of the environment that need to be checked on a regular basis or when and by whom they have been checked. Children are protected on outings as the childminder conducts a risk assessment before each type of outing. She ensures that she has all the emergency contacts she needs when she goes out so that she can act appropriately in the event of an emergency. Children learn about safety as they are reminded how to play safely or practise the fire drill so they know what to do in the event of a fire. She uses inventive methods, such as a persona doll, to help children understand sensitive issues such as 'stranger danger', enabling them to express themselves and explore their feelings.

The childminder has a strong commitment to providing a high quality service. She is currently undertaking a degree in early years and is eager to take up any relevant training. She belongs to her local childminding network and had taken part in their accreditation scheme. She evaluates her practice and identifies areas she wishes to improve. Recommendations from the last inspection have been met, improving outcomes for children. Resources are appropriate and deployed effectively. The childminder ensures that the toys and equipment she provides are of particular interest to individual children, for example, providing a range of cause and effect toys for children who like to know how things work. The childminder welcomes children from diverse backgrounds and takes steps to provide resources in children's home language and learn key words so that children feel valued and included. This ensures that all groups of children make good progress.

The childminder provides parents with good information about the service, including an information pack, policies and procedures. Parents are kept in touch with how their children are developing and are encouraged to share their own knowledge of children's starting points and ongoing development. The childminder uses a range of methods to communicate with parents and tailors this to each family's needs, for example, communicating with some via written observations and contact diaries or using her i-phone to send e-mails and photographs to those who prefer information in this form. The childminder takes steps to find out what children are doing at other settings but has not yet developed systems to share information about individual children's learning and development when children attend other settings delivering the EYFS, to ensure effective continuity and progression.

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

Children make good progress in the childminder's care. The childminder uses her observations of their play and different learning styles to provide them with opportunities to extend and develop their learning. Her good knowledge of their stage of development and their interests ensures that children are well motivated and busily occupied while they are in her care. Children who like to find out how things work are given lots of opportunities to play with toys which they can take apart and put together again. The childminder obtains information about their preoccupations and starting points so that she can accommodate their interests, for example, going on walks and looking at cranes for children who are fascinated by them or providing a range of trucks for children who show an interest in trucks. Observations are made in different ways, through written observations, contact diaries, photographs and examples of children's work, and information from these is used to plan for individual children.

Children communicate confidently with the childminder and are settled and secure in the setting. The childminder is able to communicate with children who speak English as an additional language in their home language and in cases where she does not know this she takes steps to find out key words she can use. As a result children are beginning to communicate with each other and learn to respect each other's differences. The childminder chats to children and maintains eye contact to encourage early language skills. Stories, such as 'The three bears', are used to establish home links and family photographs are used to make stories meaningful to children. Resources such as story sacks and a box of props make stories come alive. Children learn about cause and effect through programmable toys and learn how to problem-solve through puzzles and putting the train track together. Numbers and letters are introduced through play activities when appropriate.

Children are able to use their imaginations as they play with small world play and dolls. The childminder joins in with their play asking questions such as 'are you going to the shops now?'. The childminder provides opportunities for mark-making and craft activities. Children learn about the world around them through activities related to different festivals and cookery. Sand and water play is available outside for children to explore and investigate. Children go on regular trips and outings and learn about features of the environment when they are out, for example, watching rain drops when they walk in the rain. Children can move about the setting freely and develop physical skills and good co-ordination. They smile as they hold hands and move rhythmically to music. Children are forming very positive relationships with the childminder, to whom they show affection, and with each other. Even very young children play together well and show regard for each other. The use of a persona doll helps children to express and explore their feelings and come to terms with emotions such as fear or anger. As a result children's emotional development is very successfully promoted and children are confident and happy.

Children's health is promoted well. They have regular opportunities for fresh air and exercise and walk out to the local park and other local amenities. Children are

offered snacks and meals in accordance with parents' wishes. The childminder provides some of the food and aims to provide a balanced and nutritious diet. Activities such as cookery are used to talk to children about the food we eat and what makes us healthy so they develop an understanding of how to live a healthy lifestyle. Children's drinks are easily accessible so they keep themselves hydrated. The childminder has good hygiene procedures and encourages children to wash their hands before they eat. Disposable gloves are used for nappy changing and nappies are disposed of appropriately. Children are able to rest and sleep according to their routines and parents' wishes. Children feel very safe in the childminder's care as they have built up warm and trusting relationships with her. They are beginning to learn how to keep themselves safe through her sensitive explanations and planned activities, such as discussions with the persona doll. Children behave well as they are busily occupied and interested in the activities provided. They are involved in community activities which enable them to socialise with other groups, visiting a toddler group or another childminders and taking trips to the library or the shops. They are developing skills for the future as they develop independence skills, learn how to communicate and form positive relationships.

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	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	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
---------------------------------------------------------------------------------------------------	-----

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