

Inspection report for early years provision

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| Unique reference number | EY394372 |
| Inspection date | 20/01/2010 |
| Inspector | Carly Mooney |
| 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 2009. She lives with her husband and 17 month old son in Bretton, Peterborough. The whole of the ground floor of the childminder's house and upstairs play room is used for childminding and there is a fully enclosed garden for outside play. The house is within walking distance of local amenities such as schools, shops and parks. The family have three cats, turtles and goldfish.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom two may be in the early years age range. The childminder also works with an assistant and when working together are able to care for five children under eight, of whom four may be in the early years age range. She is currently caring for two children in the early years age group. The childminder also offers care to children aged over five years to 11 years. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment where her inclusive practice is effective in meeting children's individual needs. She provides a stimulating range of activities and resources and is developing skills in planning, observing and assessing children's progress towards the early learning goals. Positive relationships have formed with parents and clear policies, procedures and records are in place and used effectively to safeguard children's health, safety and welfare. The childminder demonstrates a firm commitment to improving and continuously developing the provision and has systems in place to monitor and evaluate her practice.

What steps need to be taken to improve provision further?

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

- develop further the systems used to observe and assess children's achievements, interests and learning styles and use these to identify effective individual learning priorities
- consider ways in which children's learning and development can be extended and challenged with particular regard to the introduction of new vocabulary and using open ended questioning.

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge and understanding of child protection issues and an effective policy, which ensures suitable arrangements for safeguarding children are in place. She has also undertaken all the necessary checks to ensure all those in contact with minded children are suitable. Visitors to the premises are recorded which further supports the childminder's commitment to safeguarding children in her care. The childminder identifies dangers and hazards and takes steps to eliminate risk to children such as fixing a new book case to the wall. A suitable record of risk assessments are kept.

A good range of written documentation, records and policies are in place to effectively underpin children's welfare and safety. These have been translated into a number of languages such as Spanish and Polish, to support those families who may not read or speak English fluently. The childminder presently employs an assistant, which ensures that children receive close adult support and interaction. Resources are of good quality, colourful and suitable for the ages of children attending the provision. A designated playroom offers children a wide range of freely accessible toys and resources from which to make independent choices about their play. Children's needs, personalities and characters are identified by the childminder and through play she helps children appreciate each other such as encouraging sharing of resources. She ensures children are offered equal access to all opportunities and experiences.

Effective partnerships with parents are forming which helps children settle and feel secure in the childminders care. They exchange verbal information about the children on a daily basis which keep both parties up-to-date with events in the children's lives. Parents have been made fully aware of the Early Years Foundation Stage (EYFS) and receive feedback about their child's progress and achievements through a monthly meeting. Communication with other EYFS providers is effectively supporting children, as regular contact and exchange of information means there is continuity of care and a successful promotion of children's well-being learning and development.

The childminder's self-evaluation outlines her strengths and has identified areas where she feels development will improve the outcomes for children. Parents complete regular questionnaires and use a comment box situated in the hall. Older children show their appreciation of the childminder through writing in letters, all the things they love about her and the setting. The childminder attends training on a regular basis, which helps to keep her knowledge and understanding about the EYFS current and enable her to continue meeting children's needs.

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

Children are making good progress in all areas of learning, as they are offered a balanced and varied curriculum of activities and play opportunities. Both the

childminder and the assistant support children's play at their own level, offering lots of praise and encouragement when they do well. They are gaining skills in understanding how children learn and are able to identify realistic individual learning needs to enable them to make progress through the EYFS. However, sometimes opportunities to extend and challenge children's learning are missed such as not introducing new vocabulary or asking meaningful questions that require children to think for themselves. Records of children's achievements are developing, although the current system in place has been identified as an area for improvement by the childminder, as she feels it is not fully effective for her practice.

Children are happy to attend the setting, including those who have only been coming for a very short time. They are familiar with the routines and get excited when asked if they would like to play in the garden. Children are enthusiastic about learning as they make choices and decisions about their play and help themselves to toys and resources such as the mega blocks to build a tower. They particularly enjoy diving into an indoor ball pit and develop their hand and eye co-ordination by attempting to throw a ball through a low basketball hoop. Individual story time helps children to appreciate books and understand that print carries meaning. Resources such as chalk and easel allow children to freely develop their mark making skills. Children see numbers and are introduced to counting in their every day play through resources, books and activities, such as cooking. They are given opportunities to explore their local environment and extend their learning away from home through visits to places of interest such as the museum and library. Children have regular access to outdoor play either in the garden or visiting the local park. This offers them the freedom to explore, use their senses and be physically active. In the garden they explore and investigate and hold their buckets ready to catch the water being poured down drainpipes the childminder has fixed to the fence. They then look to see what happens when they tip wet sand down the pipes. A wide range of activities encourages children's creativity such as play dough, finger painting and role play. Children are also encouraged to develop their senses through participating in range of sensory activities such as gloop play and baking. A subtle range of resources that reflect diversity are used in every day play, supporting children's appreciation of similarities and differences in people and the diverse society in which they live.

Children's welfare is effectively promoted. Clear documentation is in place to record any medication administered and accidents that occur. The childminder holds a valid first aid qualification which ensures that she is able to deal effectively with minor injuries. Children are beginning to develop an understanding about their own safety on and off the premises. They talk about road safety and participate in fire drills. The childminder takes extra precautions to keep children safe, for example, when on walks children wear high visibility jackets and both herself and her assistant wear sashes. Young children's health, physical and dietary needs are understood by the childminder and met to a good standard.

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

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| 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

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| 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

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| 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

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| 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

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| 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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