

## Inspection report for early years provision

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<b>Unique reference number</b>	222458
<b>Inspection date</b>	17/03/2010
<b>Inspector</b>	Melanie Eastwell
<b>Type of setting</b>	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 1995. She lives with her husband and adult son in Sawtry, Huntingdon, Cambridgeshire close to shops, parks, schools and public transport links. The whole of the ground floor and two bedrooms upstairs of the childminder's home are used for childminding. The childminder has two rabbits, one hare and two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding three children in this age group. She also provides care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from the local school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The well-developed understanding of each child's needs makes sure the childminder successfully promotes children's welfare and learning. Children are safe and secure and they enjoy the childminder's inclusive and individual care and attention. The partnerships between the childminder, parents and other providers delivering the Early Years Foundation Stage are a key strength and are significant in making sure the needs of all children are met effectively. This means that children make good progress given their age, ability and starting points. The childminder has successfully implemented a system for self-evaluation that acknowledges areas of strong practice and identifies well-targeted plans for future development.

## **What steps need to be taken to improve provision further?**

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

- use the Practice Guidance document to further develop the systems for planning the children's next steps in learning and implement a system for ensuring a balance of observations across the six areas of learning.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a well-organised approach to her childminding and this contributes to the children's safety and well-being. For example, she has devised written policies and procedures that are clearly reflected in her daily activity with the children and well-managed risk assessments underpin a good awareness of health and safety issues. Safeguarding is given high priority and the childminder

demonstrates a good awareness of the procedures to follow in the event of any concerns. Children begin to learn about safety through discussion with the childminder when out walking and through taking part in emergency evacuation drills at the childminder's home. Children demonstrate that they feel safe in the childminder's home. For example, they are confident to ask for items they want and they approach the childminder for comfort and reassurance as they need it. Children have access to a good variety of play materials and resources that cover all the areas of learning. The childminder makes effective use of the available space and children are confident to move between the living room, playroom and kitchen to find different activities.

Children benefit from the effective relationship between their parents and the childminder that is based on open communication and trust. The childminder keeps parents informed about their child's progress on a daily basis through verbal feedback and photographs. Children's achievement files are shared regularly with their parents and this ensures they are involved in their child's learning. The childminder continues to develop her links with other providers delivering the Early Years Foundation Stage through sharing information alongside children's parents about planning, activities and children's progress. She is experienced in working in partnership any other professional agencies involved with the children in her care, such as speech therapists and is fully aware of the benefits to children of a consistent approach from all the adults that are involved with them.

The childminder has implemented systems to reflect on and evaluate her practice. She is very keen to keep her knowledge up-to-date and has attended a variety of training courses recently. The childminder has sought the views of parents and children about the childminding service she provides and they report very positive and highly complimentary comments. The childminder has successfully addressed the recommendations raised at the previous inspection and she said the process of self-evaluation has a positive impact on the outcomes for the children in her care.

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

Children enjoy the childminder's effective interaction in their play. She demonstrates skills in monitoring the activities and knows when to involve herself in order to support the children to share, to introduce new vocabulary or make suggestions for extending the game. Children are treated as individuals and with respect. The childminder carefully considers their different ages and interests when planning activities for them. For example, a child was interested in a hedgehog they saw in the garden, the childminder followed this interest by assisting them to look for information about hedgehogs on the internet and in books. Children also thoroughly enjoy getting involved with activities such as preparing vegetables, baking and art and craft. Children show real ownership of their own photograph albums and achievement records. For example, a child proudly discusses their photographs giving detailed accounts of the activity shown. Children's progress is recorded through regular, spontaneous observations that are backed up by photographs. The childminder links the observations with the relevant areas of learning. However, she is yet to develop a system to ensure that a balance of

observations across all six areas of learning are in place. She has made a start on recording the next steps for individual children and will introduce the Practice Guidance document as a tool to assist in identifying these next steps.

Children's care is managed effectively and inclusively by the childminder who successfully manages their individual needs. Thorough, ongoing discussion with their parents means that children receive individualised and sensitive care from the childminder. Any dietary needs are discussed. Parents currently provide children's meals and the childminder ensures that all food is stored appropriately and reheated thoroughly if required. Children begin to learn about managing their own personal hygiene through discussion and appropriate support from the childminder. They are well supported to develop their independence skills. For example, finding their own shoes and putting them on, recognising their names on the coat pegs and making choices and decisions about their play and activities. The childminder asks them what they would like to do and makes suggestions if they are unsure. Children demonstrate a secure sense of belonging in the childminder's home and work well together. The childminder ensures that there are an interesting variety of play materials available to the children and helps them to work together and to share. This sensitive and gentle support ensures the children are learning to think of others and to value everyone as an individual.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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**

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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