

Inspection report for early years provision

Unique reference number	EY386824
Inspection date	15/03/2010
Inspector	Anne Archer

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).

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 registered in 2008. She lives with her husband and three children aged eight, five and two years in the Werrington area of Peterborough. All areas of the childminder's house may be used for childminding purposes and there is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to four children under eight years at any one time. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their play and learning and their welfare is successfully promoted. Safeguarding systems are thorough and partnerships with parents and others are well-established and positive. The childminder knows the children very well and meets their individual needs. Ongoing reflective practice and self-evaluation ensure that strengths and areas for development are identified and that steps are taken to bring about improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of observation and assessment to identify learning priorities for each child and to plan purposeful, challenging play covering the six areas of learning with a balance of adult led and child initiated activities
- maintain a record of the particular aspects of the environment when on outings, that a child may come into contact with, which need to be checked on a regular basis
- promote further positive attitudes to diversity and difference within all children so they value the different aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a clear understanding of her responsibilities in relation to child protection and keeping children safe. She is confident in her knowledge and understanding of potential concerns and in her ability to respond appropriately by following the current guidance of the local Safeguarding Children Board. Policies and procedures are reviewed and updated periodically to support the welfare of children.

Risk assessments are conducted on the childminder's home and garden and on most outings venues. Daily checks are carried out to reduce the risk of potential hazards to children. The childminder helps children to learn how to keep themselves safe, for instance, by teaching them to use tools and equipment properly and about safe crossing places on the walk to and from school. The childminder takes effective steps to promote children's health and well-being, and clear procedures are in place to prevent the spread of infection and care of children when they become ill.

The effectiveness with which the childminder promotes equality and diversity is good, although some aspects of the children's backgrounds are not fully shared with the other children to enable them to start to recognise and respect the similarities and differences. Whilst children are clearly making progress in their learning and development, the childminder is not yet making full use of the information gained from her observations of children at play, to assess their future learning needs in all of the six areas of learning.

Behaviour management is appropriate, consistent and has a positive effect on children's learning. The childminder's engagement with parents and her plans for developing links with other providers of the Early Years Foundation Stage are good. Parents are kept well-informed of their children's achievements, well-being and development, both verbally and in a daily diary.

The childminder's premises are suitable for purpose and she strives to maintain a stimulating and supportive environment. Resources are suitable and safe and are added to regularly to support children's interests. The childminder has a clear vision for the future of her provision and the capacity to maintain continuous improvement is good. Reflective practice and the use of self-evaluation ensure that areas for development are identified and addressed.

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

Children are settled, content and eager to take part in activities. They make good progress towards the early learning goals as they make choices about the activities they participate in and most activities reflect their interests and learning needs. The childminder makes observations of children at play, both in the home and at the regular groups they attend each week, and uses this information to provide activities she knows they will enjoy. She is not, however, using the information to fully assess children's next steps in all six areas of learning.

Children are beginning to learn about safety and health routines and are starting to understand why, for instance, they should put on their coats and shoes before playing outside during the winter and wash their hands before snack. Children appear to enjoy the childminder's attention and show by their behaviour and mannerisms that they feel safe in her care. They show by their actions that they understand the childminder's house rules and boundaries and behave well, because the childminder has a consistent approach in managing unwanted behaviour.

Children enjoy listening to short stories and joining in with the actions to familiar rhymes and songs which they eagerly ask the childminder to sing with them. Children are beginning to make marks on paper at the writing desk that is always available, and show they know how to hold and use crayons properly. Children get involved in baking activities, helping to measure and stir and they enjoy eating the results. They look forward to the regular opportunities to play outside in the garden on the slide and to their visits to the park on their way to or from school.

Children develop skills for the future as they make good progress in communication, literacy, numeracy and skills linked to communication technology, such as programmable toys. They are beginning to develop cooperation skills and to negotiate with their peers, often non-verbally, as they play alongside each other sharing toys and resources.

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

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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

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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

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