

Inspection report for early years provision

Unique reference number	EY285290
Inspection date	09/02/2010
Inspector	Sandra Hornsby

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 2004. She lives with her husband and three children aged, four, six and 16 years in Chatteris, Cambridgeshire. The whole of the childminder's house and outdoor playroom are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time. She regularly works with two assistants and may care for nine children under eight years. She is currently minding seven children on a part time basis in this age group. She also offers care to children aged over five years 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 attends groups. There are four dogs, three cats, tropical fish and a rabbit who live on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning. The childminder has satisfactory knowledge about the children in her care and recognises their individual personalities and characters. She offers a safe and secure environment where children play. Interaction is kind and caring and the environment is organised adequately with good quality resources. Planning is not yet robust enough to ensure consistent challenge for all children. The childminder fully understands her responsibilities of Safeguarding and undertakes risk assessments to ensure children remain safe on the premises. Partnerships with parents are flexible and of good quality. Improvements since the last inspection have been very good and the childminder demonstrates a good understanding and commitment to further improvement.

What steps need to be taken to improve provision further?

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

- plan and organise systems to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- improve the educational programme by providing consistent opportunities for children to develop to their full potential by identifying and monitoring their learning priorities, for example, by referring to the 'Development Matters' in the practice guidance for the Early Years Foundation Stage
- support children in using a range of ICT equipment
- ensure procedures, in relation to there being an allegation made against a member of staff, are current, in line with the Local Safeguarding Children Board and fully understood

- update the record of risk assessment to include any assessments of risks for outings and trips (good practice guidance page 21).

The effectiveness of leadership and management of the early years provision

The childminder fully understands her responsibilities of Safeguarding. She demonstrates knowledge and understanding about symptoms and signs of abuse and has information and documents to support her and her assistants' actions if concerns are raised about a child in their care. She is currently updating her documents to ensure she is confident if she needs to deal with allegations made against staff. All adults are fully conversant with the procedures. Risk assessments are carried out and recorded fully with regard to premises and use of the car, however, risk assessments on outings are not included in any records of risk assessments. Children are learning to keep themselves safe and see how potential risks are eliminated. For example, stair gates and puppy cages keep children away from the animals at certain times of the day and the pond has been separated by way of a locked gate. Children participate in fire drills and use brightly coloured spots to recognise evacuation points.

The childminder has good quality resources readily available and three large play areas that allow children to have scope and freedom of movement. The areas used for childminding are safe and secure, well maintained and clean. However, observations are not always used to plan and organise the resources effectively and target children's potential learning.

The childminder has all the appropriate information about children to ensure that she and her assistants care for children with full consideration to their individual needs. All children are included in activities and babies have the appropriate equipment to enable them to sit at the table and be part of the wider group. The childminder is sensitive to those children who may have additional needs and is aware of considering their requirements and changing needs. They have access to resources that reflect diversity and activities that help them understand about their local environment and the wider world. For example, children make paper mache dragons and boats for Chinese New Year.

Partnerships with parents is a warm and positive relationship. The childminder shares regular information with parents and they celebrate children's achievements. Parents are provided with good quality information about the service and see walls covered with information. Complaint and safeguarding procedures are shared readily with parents and their views are sought about the service. Information from parents reflect their pleasure about the service their children are given and parents are happy with the childminder. The childminder is developing systems to work with other providers of the Early Years Foundation Stage (EYFS), in readiness for children who attend more settings. The childminder understands the importance of continuity of care.

Since the last inspection the childminder has addressed all the actions raised and developed her service. She is realistic about the development and has shown a

high level of commitment to improving the quality of care, learning and development. The childminder's self evaluation is enabling her to reflect on her practice and identify her key strengths and weaknesses. She is looking to further develop her skills and knowledge to bring about even more improvements.

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

The childminder continues to develop her knowledge and implement the Early Years Foundation Stage learning and development and welfare requirements in her everyday practice. She currently has sound knowledge and uses various toys, games, activities and outings to support children's learning. The childminder works with two assistants and between them they engage children in different activities. Children enjoy their play and move about the setting confidently. They have access to a selection of equipment and much of the children's day is free play and attending groups. Children sit for short periods of time at activities and then move onto something else. Play dough is very well liked and children enjoy squashing, rolling and making shapes in the dough. The childminder encourages children to use tools and develop small movements and co-ordination with the tools and the dough. Children enjoy dancing and moving to music, helping their physical development fitness and stamina.

Children ask questions and happily talk about their own experiences and home life. They have opportunities to read books, use their imagination in role play and dressing up and they use small world figures, boats and animals. Simple mathematical language is used in everyday play and children count and look at shapes. Cooking activities help children understand weighing and measuring and how things change when they are put into the oven. Babies sit with other children and make marks on paper with crayons. Young children thrust their art work and mark making at the adults with pride and enthusiasm. Lots of encouragement and praise help children to build good self-esteem and sense of achievement. Children have access to a selection of images of people who are different to themselves. They use resources, attend toddler groups and use the local environment. This helps children to accept, appreciate and value people who are different. Children participate in arts and crafts and talk about different celebrations and festivals which helps to make meaning of others.

Planning is basic and does not always reflect what children do, it tends to repeat a broad range of activities with few adaptations focusing on individual children's learning needs. Activities are not necessarily tailored or challenging enough for individual children and do not include some areas of learning consistently enough. For example, Information Communication and Technology equipment. This means children do not have regular opportunities to explore and handle battery operated and computer type equipment and develop skills for their future. The childminder observes the children regularly and presents the observations and photographs in a portfolio. She records the stage and age of development and parents see these files and enjoy looking at the photographs. She uses this information with her assistants when interacting with the children and during play to support their knowledge and learning. However, the childminder's systems for monitoring and

observing do not include devising children's next steps. Consequently, planning is basic and repetitive and not specific enough to meet children's individual learning needs. This may hinder children's future progress towards the Early Learning Goals.

Young children and babies are secure and feel safe in their surroundings. They happily play alone and with their peers. Children share the resources well and take turns with the equipment. Simple routines helps children feel safe and secure and the childminder is aware of when babies and young children need to sleep, eat or have a nappy change. She understands the emotional needs of the children and they enjoy eye contact, smiles, praise and cuddles. All children's medical and dietary requirements are known. The childminder has an appropriate first aid qualification and she has permission from parents to seek emergency medical treatment. This means any emergency situation can be dealt with accordingly and will promote the welfare of children. Food and drink is supplied by the childminder who offers healthy snacks and meals, both hot and cold selections for children. Drinks are provided and children are helped to understand about cross infection and not share cups. Records and procedures protect children and promote their wellbeing and welfare.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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