

## Inspection report for early years provision

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<b>Unique reference number</b>	EY398738
<b>Inspection date</b>	15/04/2010
<b>Inspector</b>	Emma Bright
<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.

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## **Description of the childminding**

The childminder was registered in 2009. She lives with her partner and one child aged nine in a village close to Peterborough, Cambridgeshire. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of these no more than three may be in the early years age range. She is currently minding five children in this age group, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local amenities and attends the local groups. The family has no pets. The childminder 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's individuality is respected by the childminder; she develops a good knowledge of each child and works with parents to ensure that individual care needs are fully met. Partnerships with other agencies promote effective care. The childminder takes positive steps to promote children's safety and all of the required documentation is in place to support their welfare. Methods for observing, tracking and planning for children's learning are evolving. The childminder evaluates her practice and demonstrates a strong commitment to ongoing improvement.

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

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

- develop the use of information about children's learning and ensure that parents have opportunities to contribute to the record of their child's progress towards the Early Learning Goals
- improve further the two-way flow of communication between parents and the childminding provision to ensure written consents are clear so that parents know about the daily routines
- develop further the system for monitoring and evaluating the early years provision taking into account the views of parents and children in order to maintain continuous improvement.

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

The childminder supervises the children carefully and ensures the toys and materials they use are safe and appropriate for their ages. She has a good knowledge and understanding of safeguarding children procedures and has attended training in child protection; this knowledge is underpinned by a clear policy which is shared with parents. Risk assessments are clear and detailed to ensure that hazards are identified and minimised; rigorous daily checks further improve children's safety. The childminder is very well organised; good record keeping promotes the safety and welfare of the children. Clear documentation is in place to promote the welfare of children such as children's information records and emergency contact details.

The childminder has a good knowledge and understanding of child development which enables her to provide good quality care. She organises space and play resources to ensure children's needs are effectively met and her understanding of children's individual abilities enables her to provide play experiences and activities to support each child's growing skills. The childminder has a clear and realistic self-evaluation process to identify areas for future development. She has begun to reflect and evaluate on her practice to ensure that children have good quality experiences and can make good progress in their learning and development. However, the views of parents and children have not been gathered to further enhance outcomes for children. The childminder has begun to develop systems to promote partnership working with other providers who also care for the children. This ensures that continuity of care and education is maintained.

The childminder is sensitive to children's individual personalities when settling them in her home. She carries out home visits before children start in her care and this ensures a smooth transition between home and the childminding home. The childminder works well in partnership with parents and carers to ensure children's individual needs are fully met. Clear information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs. Clear written policies and procedures are professionally presented to share with parents so that they know about the childminding provision. Parents receive daily verbal and written feedback so that they know about their child's day. However, some written permissions are not clear which means parents are not fully informed of their child's activities.

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

The childminder has a good understanding of children's individual abilities and interests; children enjoy their activities with the childminder and they take part in a wide range of play opportunities that help them to learn and develop. Planning is in place and is flexible so that it can be adapted to focus on and extend children's interests. The childminder has records in place that help to identify what children can do and these are evolving. However, parents do not contribute to these

records in order to share what they know about their child's progress and help identify the next steps in their learning.

Children develop their early literacy skills because the childminder ensures they have lots of good quality experiences to promote these skills. For example, children have access to a wide range of books which they enjoy or they visit the local library to choose additional books. The childminder encourages children's language skills through effective interaction; she models good language as they attempt to copy sounds and words without discouraging their efforts so that they can use their growing skills confidently. Children begin to be problem solvers as they confidently operate simple equipment such as push and play, or pop-up toys. They learn about weight and measure in cooking activities when weighing ingredients and they observe how chocolate melts when it is heated. Babies demonstrate strong exploratory impulses and explore what is on offer with interest as they confidently crawl around to investigate toys and activities. These simple activities lay the foundations to support the children's future economic well-being.

Children regularly go out in the local area helping them to make sense of the world and their place within it. Visits to activity groups and local amenities, gives children a chance to socialise and develop relationships within their own community. The childminder provides an inclusive environment where each child is valued and they are clearly relaxed and comfortable in her nurturing care. For example, she holds babies close and comforts them when they are tired. This helps them to feel secure and part of the childminding family. The childminder has sound strategies in place to care for children with special educational needs and/or disabilities.

Children learn about responsible behaviour; they demonstrate their understanding of sharing as they take turns with popular resources. The childminder is fully aware of her responsibilities to safeguard children. She helps children to gain an awareness of how to keep safe, both in the home and on outings. For example, they practice the fire drill so that they know what to do in an emergency. The childminder encourages children to have a healthy attitude towards food because she ensures they have balanced and nutritious meals and snacks. Children enjoy pieces of fruit and they access fresh drinking water so that they are well hydrated. Any additional food is agreed with parents so that children can eat safely. Children enjoy opportunities for physical exercise in the park and at local soft play groups and they benefit from lots of fresh air on their daily walks.

## 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

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

<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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