

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Anna Davies
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 partner and two children aged 13 and 15 years in Cambridge. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Toilet facilities are upstairs. The house is within walking distance of local amenities, such as, schools, the library, shops and parks. The family have a cat, a dog and a rabbit.

The childminder is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is registered to care for two children under the age of one year. She is currently minding four children in the early years age group. She also offers care to children aged over five years to 11 years. The childminder supports children who speak English as an additional language.

The childminder is working towards the Early Years and Childcare Quality Framework.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises each child's individuality and effectively promotes inclusive practice so that children feel safe, secure and valued. The childminder has established good working relationships with parents and this ensures children's individual needs are well met. All of the required documentation is in place to promote and safeguard children's welfare. Children make good progress in their learning and development because the childminder deploys her resources well and provides a good range of stimulating learning opportunities for each child.

The childminder has a strong capacity to maintain continuous improvement. She has a clear understanding of her strengths and the areas she wishes to further develop and these are well targeted to further improve outcomes for children. Even though this is her first inspection since registration she has put a lot of time, effort and enthusiasm into quickly developing a high quality service.

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 so that ongoing information from parents about what their children know and can do is used to help evidence the progress they are making towards the Early Learning Goals

- develop closer links with other settings providing for children in the Early Years Foundation Stage, with specific regard to sharing information about children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities to safeguard children. She has a clear safeguarding policy in place and this is shared with parents and fully understood by the childminder. Children play in a safe and secure environment, due to the childminder's thorough understanding of assessing risks in the children's surroundings, both within the home and on outings. Effective records are kept to further support this. All household members over the age of 16 years have been appropriately checked for suitability. All policies, records and documentation are in place, well organised and fully underpin the practice which ensures children's safety and welfare is promoted.

Inclusion is at the forefront of the childminder's mind in all that she does. She places a high priority on getting to know and continuing to have regard for, children's individual needs, interests and backgrounds through working closely with parents. She has carefully considered the learning environment. For example, children are able to freely select from a range of well labelled toys and resources and a large whiteboard at their height enables children to choose what they would like for snack times and understand the routines of the day by using a visual timetable.

The childminder is wholeheartedly committed to maintaining continuous improvement and has put much time and effort into securing the best possible outcomes for children within such a short space of time since registration. She has made significant changes to the physical environment to ensure that there are good facilities for children both inside and outside. The childminder is fully aware of her strengths and areas she wishes to further develop as well as plans about how she intends to achieve this. She seeks advice from other local providers, other childminders and her area advisor to ensure that the improvements she makes are well targeted.

Positive relationships have formed with parents which ensures good continuity of care for children whilst in the childminder's care. Parents are encouraged to share what they know about their children when they begin which helps the childminder provide a tailored service to meet the individual needs of the children and parents. Parents receive verbal or written feedback about their child's day and parents share informal discussions with the childminder about their children's learning and development at home. However, this information is not yet effectively used by the childminder to help evidence the progress they are making towards the Early Learning Goals. Feedback obtained from parents for this inspection was very positive and they speak highly of the care and 'personal touch' offered by the childminder, for example, making their child a Birthday cake to mark her special occasion. The childminder has effective relationships with other providers also delivering the Early Years Foundation Stage to children in her care. She shares

regular information to ensure a consistent approach to meeting children's welfare needs. However, this approach has yet to be extended to include sharing information specific to children's learning and development.

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

The childminder has a clear understanding of children's learning needs, where they are at in their learning and the aspects of development she wishes to promote next. She supports children effectively as they play. For example, she introduces counting and colour recognition as children stack coloured rings and introduces concepts, such as, 'too small' when children attempt to fit a ring over their wrist. Although, the childminder has not been caring for children for long, she has established clear observation, planning and assessment procedures which enables her to effectively plan stimulating and meaningful activities to meet individual children's learning needs. The childminder employs effective strategies to support children for whom English is an additional language.

Children are happy, relaxed and settled in the childminder's care. Their individual routines are respected and when, for example, a child has been up in the night, the childminder is flexible to meet their needs. The childminder encourages children to try things for themselves, for example, by saying 'you can do it, you can pull yourself up' as they try to negotiate the climbing frame. When they succeed she praise them which boosts their self-esteem. The childminder encourages children's language skills through effective interaction. She models key words and uses children's enjoyment of books to point out pictures and words of interest. Children have good opportunities for mark making, they draw, chalk and paint with water and brushes on the ground. Furthermore, younger children enjoy making marks in sand, paint and play dough. Children learn about nature as they sow cress seeds and water them to help them grow and take time on their walks to observe wildlife in the natural environment. Children learn about number through everyday activities, for example, as they climb the stairs. They problem solve as they negotiate larger pieces of play equipment in the garden and use the shape sorters. Children enjoy electronic toys which promotes their curiosity and early information technology skills. All of these simple activities lay good foundations to support the children's future economic wellbeing.

Children's good health benefits from regular outdoor play both within the childminder's garden and on visits to local parks. They are learning about healthy eating through fun activities, such as, making fruit salad and smoothies. A good range of activities enable children to develop their creativity, such as, cooking, junk modelling, finger painting and drawing.

Records are appropriately maintained, which safeguards children's health and the childminder holds a current first aid certificate which ensures she can respond appropriately if a child becomes ill or has an accident. Children are cared for in a clean environment and learn effectively at a young age about maintaining their own personal hygiene, for example, washing their hands before snack and meal times. Nappy changing procedures are effective in reducing the risk of cross

contamination. Meals are provided by parents, although, the childminder ensures that parents are made aware of her healthy eating ethos and ensures that the snacks that she provides are healthy and nutritious. Younger children demonstrate that they feel safe and secure as they settle readily to rest or cuddle because the childminder has understood and responded to their signs of tiredness. Children learn about road safety and stranger awareness. They wear high visibility jackets when out and about and carry the childminder's contact details should they get lost. All children take part in regular fire drills which enables them to learn about keeping themselves safe. The childminder has a good understanding of behaviour management and the use of different strategies according to the age of the child. Reward certificates for behaving well, taking turns, sharing and helpfulness encourage positive behaviour and boost feelings of self worth.

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

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

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