

Inspection report for early years provision

Unique reference number	222004
Inspection date	22/04/2010
Inspector	Veronica Sharpe

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.

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Description of the childminding

The childminder has been registered since 1993. She lives with her husband and their three adult children in Bar Hill, Cambridgeshire. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is able to care for up to six children under eight. There are eight children on roll, four of whom are in the early years age group.

Minded children use the ground floor of the home and there is an enclosed garden for outdoor play. The childminder lives in walking distance of the primary school, pre-school groups, parks and shops. The family has a dog and two guinea pigs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and develop their independence well as they make their own choices from well deployed, accessible resources. Learning records cover all the areas of learning and show a clear picture of what children enjoy and can do. The childminder has established good working relationships with parents and other providers to enable her to meet children's individual needs. She uses her considerable knowledge and experience to ably support children who have special educational needs and/or disabilities and offers an inclusive environment where each child is made welcome. Although there is no written self-evaluation in place the childminder shows a strong capacity to maintain continuous 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 system for monitoring and evaluating the early years provision in order to enhance the outcomes for children and maintain continuous improvement
- ensure parents are informed of any accidents or injuries and the first aid treatment given
- improve children's records of development to include the next steps in children's learning in order to ensure children continue to be challenged and motivated.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge of safeguarding children procedures and has written child protection policies in place, which are shared with parents. Thorough risk assessments help to ensure any hazards in and around the premises and on outings are identified and minimised. Documentation is in place to promote

children's well-being, such as personal information records any accidents or incidents are appropriately recorded, although at times parents do not sign the record. Household members have all undergone necessary checks and the childminder supervises children constantly as they play.

The childminder is an experienced practitioner who continues to update her knowledge and skills by attending training and practical workshops. She organises her home effectively so children benefit from a broad range of accessible toys and equipment. Through discussion the childminder shows she has a clear commitment to improving the outcomes for children, although she has not yet implemented any formal means to monitor and evaluate the provision. However, she proactively seeks advice from the local authority advisors and is able to assess her strengths and areas for development, which demonstrates she has the ability to maintain continuous improvement. In addition recommendations from the previous inspection have been attended to, for example, she has developed effective methods to share information with parents.

The childminder has a flexible settling in policy that gives children and parents time to gain confidence. Clear information is gathered on children's needs, interests and preferences, enabling her to cater for each child and offer consistent care. Parents write enthusiastic testimonials about the quality of the provision and say their children develop self-confidence and have a wonderful time. A range of written policies and procedures ensure parents are well informed about the setting.

Partnership working with other settings is well established; for example, children who attend pre-school have a day book and this shows clear information is shared between practitioners and parents, ensuring consistency is maintained. The childminder has sound strategies in place to care for children with special educational needs and/or disabilities. She is experienced in providing for their additional needs and makes sure she is well informed. She works well with parents and professionals to ensure all the children benefit from a nurturing and inclusive environment.

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

The childminder is an experienced practitioner who shows a good understanding of how young children learn. This enables her to provide a broad range of good quality learning experiences that promote each child's learning and development. She organises her day so children have time for one-to-one attention as well as times to play co-operatively with others. Flexible planning ensures activities and routines can be adapted to meet children's individual needs. The childminder observes children at play and celebrates their achievements through good use of photographs, samples of work and anecdotal evidence; these, along with scrapbooks show a clear picture of what each child enjoys and can do across all the areas of learning. However, they are not yet used effectively to identify the next steps in children's learning. Parents have opportunities to contribute to the records and share what they know about children's interests and abilities at home.

The childminder encourages children's language skills, for example, by modelling and echoing good language so children can confidently develop their increasing skills. Children access books readily and enjoy sharing stories with the childminder. There are lots of opportunities for mark-making using pencils, crayons, paints and chalks. Younger children begin to be problem solvers as they play with electronic toys, such as a supermarket till, and find out about actions and responses as they press buttons to make different noises. Puzzles are a particular favourite; childminder and children put their heads together to sort out the pieces and discover which one goes where, once finished they talk about the characters shown in the picture. Children learn about sequencing and change as they weigh, measure and stir cake mix. They play musical instruments and learn about initial letters and sounds as they sing the Alphabet song. Children show an interest in the world around them, they help plant seeds in the garden and watch them grow and develop, enabling them to consider how things change.

Relationships between the childminder and minded children are warm and affectionate. Children confidently seek out her company and hold up their arms for a cuddle. They happily interact with the childminder and clearly enjoy her company. The childminder has clear boundaries that help children learn about and understand good manners and responsible behaviour. Older children have their own house rules that encourage them to play happily together.

The childminder helps children to learn to keep themselves safe whilst allowing them to try things for themselves in a secure environment, for example, watching a young child carefully negotiate the step to the garden. Children learn healthy attitudes as they enjoy nutritious home cooked food that includes plenty of fresh fruit and vegetables. Any special dietary requirements are discussed with parents to ensure children can eat safely. Children enjoy plenty of opportunities to play in the garden, which is well equipped and includes outdoor toys, such as tricycles, scooters, bats and balls that promote their physical development. Outdoor activities, such as jumping in the snow or watching what happens when the wind blows means children develop positive attitudes to healthy outdoor activity.

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