

## Inspection report for early years provision

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<b>Unique reference number</b>	222865
<b>Inspection date</b>	30/07/2010
<b>Inspector</b>	Veronica Sharpe
<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.

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 has been registered for over 12 years. She lives with her husband and their two children aged nine and 11 years in Longstanton, Cambridgeshire. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for up to six children under eight years. There are currently 15 children on roll, of these, six are within the early years age group.

Children use the ground floor of the home and have access to an enclosed back garden for outdoor play. Parks, activity groups and the local pre-school are within walking distance. The childminder uses her car to transport children to facilities in other villages. The family has a rabbit, a chinchilla and a dog. The dog is not present when childminding is taking place. 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.

The childminder has established good relationships with parents; she works closely with them to ensure children's individual needs are known and met. Written records and procedures that contribute to children's health, safety and welfare are well organised and generally well kept. Interesting and challenging activities mean children are motivated, active learners and make good progress in their learning and development. The childminder demonstrates a clear commitment to improving her practice and is developing some systems to monitor and evaluate the quality of provision.

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

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

- review the policies and procedures so they reflect current legislation; ensure the complaints procedure includes the statutory timescales and up-to-date information about the regulator
- develop further practical and age-appropriate ways to help children develop their pre-writing skills.
- develop further effective ways to monitor and evaluate the quality of the provision in order to improve the outcomes for children.

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

The childminder has written safeguarding procedures that are shared with parents so they understand about her responsibility to keep children safe from harm. She has a sound understanding of Local Safeguarding Children Board guidance and has

all the relevant information to support her, such as contact numbers for the local child protection agencies. Effective risk assessments ensure potential dangers to children are minimised, both within the childminding premises and when out and about in the local community. Documentation to support the provision, such as policies and procedures are mostly clear and well kept, although some, such as the complaints procedure, have not been fully updated to reflect current regulations. The childminder's home is cheerful and welcoming; resources are well organised both indoors and out, enabling children to be independent and follow their own interests.

The childminder has warm and trusting relationships with parents. At initial visits she collects information from them about routines and children's likes and dislikes so she can meet their individual needs. As a result children settle in well and are confident and happy. Parents say the childminder makes them and their children feel a part of her family and would be delighted to recommend her to others. Parents have lots of opportunities to share in their children's experiences in the setting and contribute what they know about their children's learning at home. This enables the childminder to plan meaningful activities that children enjoy. The childminder finds out about other carers and providers involved with the children and has well-developed systems to share appropriate information with school and pre-schools.

The childminder is aware of the strengths of her provision and is keen to develop the setting, for example, she is working with other childminders so they can become accredited and offer funded places for children. She attends regular training events to keep her skills up-to-date. Consequently she shows a good capacity to sustain the quality of the provision. As yet there is no formal process to evaluate and reflect on the quality of provision, which would enhance her ability to focus effectively on improving the outcomes for children. The childminder has experience of working with children with special education needs and/or disabilities and has the skills to offer inclusive care.

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

Children are cared for in a homely family environment and show warm affection for the childminder. They develop firm friendships with each other and play well together; they share their activities and clearly enjoy each other's company. Varied and imaginative activities mean children are purposefully occupied during their time in the setting and as a result their behaviour is good. The childminder ensures children of differing ages, interests and abilities can be equally engaged in their activities by offering appropriate supportive encouragement. The childminder has developed extensive individual learning and development folders for each child, which include photographs and examples of work to show what children can do. Parents share in these and offer their own contributions, which increases the childminder's ability to meet children's individual learning needs.

Children enjoy music and dance and sing along happily to their favourite 'pop' song. They particularly enjoy imaginative play and use a wide range of dressing-up

clothes, shoes and hats. This enables them, for example, to be princesses who wear 'clip-clop' shoes. The childminder helps them think through effective questioning and spontaneous discussion, such as the difference between tortoises and turtles, or why a sandy beach could be better than a stony one. Children use their senses as they pour and scoop rice, play with sand and water, or use dough and 'gloop'. A good range of mark-making materials are easily accessible so children have ample opportunities to express themselves through drawing and colouring. Although most activities that help children develop their pre-writing skills are interesting and age-appropriate, in a few instances some are intended for older children. Visits to various local groups means children socialise with their friends, whilst learning about their own community. The childminder helps children learn about the wider world through various activities, such as playing with small world figures or trying foods from other countries. Children have daily opportunities to be active in the fresh air as they visit the park or play in the garden.

Children feel safe and settled in the home and move around confidently, both indoors and out. They learn to keep themselves safe in practical ways, for example, they regularly practise the fire drill and help tidy away their toys. Hygiene routines protect children from cross-infection because the childminder is conscientious about cleanliness; she makes sure children wash their hands and keeps the home clean and tidy. Children eat healthy meals and snacks that take into account their preferences or special dietary needs. Food related activities, such as trying out new fruits, or making sandwiches and pastry, help children develop their knowledge about where their food comes from.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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