

Inspection report for early years provision

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Inspection date	27/07/2010
Inspector	Deborah Kerry
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 1988. She lives with her husband in Cambridge. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible via a step.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the Early Years age range, and two children before and after school. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder attends local parent and toddler groups with minded children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are successfully promoted as the childminder has a good understanding of their individual needs. A range of clear documentation, policies and procedures are in place to fully promote children's safety and welfare. Children are fully supported through the close working relationships the childminder has developed with parents and other practitioners. The childminder has begun to reflect on and review her practice and has identified areas for development to maintain continuous improvement to benefit children's learning and development. The childminder shows her high commitment to her ongoing professional development through attending additional early years training.

What steps need to be taken to improve provision further?

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

- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

The childminder has a clear policy in place on the procedures to safeguard children and to effectively promote their welfare. She regularly attends up to date training on safeguarding children procedures to ensure that her knowledge remains current. The childminder has clear procedures in place for the evacuation of the premises which have been practiced with minded children. However, this is not done on a consistently regular basis to ensure that children are able to remember what to do to keep safe. The childminder completes written risk assessments for

all areas of the home and garden to ensure that there are no hazards accessible to minded children whilst in her care. She ensures that when on outings that any risk is clearly identified and steps taken to remove them so that children's safety remains a high priority when away from the home.

The childminder has developed excellent relationships with parents of minded children to help children to feel safe and secure. She keeps parents fully informed about their child's learning and development through daily verbal feedback. The childminder has in place a range of policies and procedures to support her good practice which she shares with parents. She has regular meetings with parents to discuss their children's learning and development and the next steps to support their progress. This shows that involving and including parents in children's progress on their learning and development is a high priority. The childminder has developed strong relationships and excellent links with other settings that minded children attend. She ensures that information on their care; learning and development are exchanged on a regular basis to ensure consistency of care. Children are able to self select resources as the childminder ensures that they are stored within their reach. This promotes their independence and ensures that all children are able to make choices about what they play with.

The childminder shows a strong commitment to her professional development through attending regular courses to extend and develop her knowledge around child development to benefit children. She is an accredited childminder and has regular reviews from the local authority to ensure that her high standards are maintained. The childminder has reviewed her practice and has identified areas to maintain continuous improvement to her practice. The parents and minded children have provided written feedback to the childminder on her practice through completing questionnaires. This helps to support the childminder in developing her good practice to meet the requirements of parents and the care needs of all children attending.

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

Children are provided with a range of fresh fruit for snacks to promote their good health.

She ensures that food provided by parents is stored appropriately. The childminder has in place clear policies and procedures to effectively promote children's health and medical needs. Children have access to physical play each day. They are taken on walks to the park and are supervised when accessing the garden to promote their physical development well. Children are learning good hygiene routines as they wash their hands before eating. Children are taken on regular outings within the local community to develop their understanding on the world around them and their environment.

The childminders home is arranged to allow children to move around freely and safely, they can self select resources from the range available. Children are able to make choices in what they play with, as they can access additional resources that are stored in the designated play room on the first floor. Children enjoy water play,

they splash, fill and empty a range of different sized containers. This helps them to develop an understanding on volume and capacity. Children choose books they enjoy and the childminder reads them stories. This develops children's interest in literacy and that the printed word carries meaning. She questions them about what they can see in the story to develop their thinking skills and to extend their learning. Children develop their understanding on numeracy as the childminder helps them to count the toys. They develop their knowledge on size and shape through matching the pieces to complete puzzles and sort the different shaped bricks. Children are developing an interest on technology as they know that when they press certain buttons on programmable toys different sounds are made. Children enjoy playing on bikes and cars as they ride them round the garden. This helps them to develop a positive attitude to exercise and to develop and promote healthy bodies.

Children have access to resources that reflect positive images on diversity to help develop their understanding on the cultures of others. Children enjoy a good range of activities to ensure they are challenged and able to make progress in their learning. The childminder undertakes regular observations on children's achievements and includes photographs and examples of their work to reflect their achievements. She clearly links the observations to the area of learning to show that they are receiving a broad and balanced range of activities to support their all round learning and development. The next step in children's learning and development has been clearly identified and activities and resources are provided to ensure that their ongoing progress is fully supported.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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