

Inspection report for early years provision

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Inspection date	05/07/2010
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.

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Description of the childminding

The childminder has been registered for 15 years. She lives with her family in a house in a quiet cul-de-sac in Swavesey, Cambridgeshire. The minded children have access to the dining room, conservatory and kitchen. One upstairs bedroom is used for children who need to rest. There is a fully enclosed rear garden available for outside play. The property is accessed via a step.

The childminder is registered to care for a maximum of four children at any one time. There are currently four children attending who are within the early years age group. The childminder occasionally works with an assistant and may care for a maximum of six children at any one time. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The house is within walking distance of local facilities, such as, schools, playgroup and park.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are fully supported by the childminder. She has developed close relationships with parents to ensure that children feel secure and settled. The childminder has clear systems in place to monitor her practice to ensure children's health, learning and development are fully promoted. She has begun to implement procedures to support the learning and development of children in the Early Years Foundation Stage. She has attended training to support her good practice and to benefit children.

What steps need to be taken to improve provision further?

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

- develop partnership working further to provide opportunities for parents to be involved in their child's learning and establish ways of liaising with other providers delivering the Early Years Foundation Stage to exchange information so children's learning and development is supported
- develop further the observations to identify children's next steps in their learning and ensure that they are linked to the six areas of learning
- 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 clear policies and procedures in place regarding safeguarding children. These include all local contact numbers to ensure that maintaining

children's welfare is a high priority. The childminder ensures that children are supervised at all times to promote their safety. She discusses the fire evacuation procedures with children, they walk through the procedures and learn the sound the smoke alarms make. This helps children to develop a clear understanding of what to do in an emergency. However, there is no record kept of these practices to ensure that this is done on a regular basis. The childminder completes written risk assessments for all areas of the home, garden and for all outings. This ensures that children are protected from any potential hazards. Children are reminded to sit when they eat and not to climb on to the furniture. This helps them to develop an understanding on how to promote their own safety.

The childminder has developed close relationships with parents of minded children. This helps children to feel safe and secure when in the childminder's care. They exchange information each day on the children's day to day care needs and home routines. However, they have not yet added comments to children's learning journey records so that they are fully involved with their children's learning. The childminder discusses children's learning and development with practitioners of the other settings that minded children attend. However, these are not fully established to support consistency in the children's learning and development.

The childminder has sought advice from the local authority on self-evaluation. As a result, a clear, effective action plan has been put in place of the improvement to meet the Early Years Foundation Stage requirements. This has been re-evaluated and a further action plan put in place to ensure that all areas of the childminder's practice has been included. These positive changes that have been implemented benefit children's learning and development fully. The childminder has attended Early Years Foundation Stage training to develop her knowledge on the changes and to enable her to support children's learning and development fully.

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

Children individual dietary needs are supported by the childminder as she works closely with parents. Children enjoy a wide range of physical play experiences that contribute to a healthy lifestyle. They regularly play in the safe, enclosed garden with access to an extensive range of equipment which include a mini trampoline, wheeled toys and a play tunnel. Children are taken on regular outings within the local community to develop their understanding on the world around them and their environment. The childminder ensures that children are well cared for and their nutritional needs fully met, as she ensures that food provided by parents is stored appropriately. The childminder has in place policies and procedures to effectively promote children's health and medical needs.

The childminder gets down to the children's level and joins in with their play, supporting the development of their language and curiosity with open ended questions. Children have equal access to toys and equipment that meet their individual needs, this helps them to develop their confidence and independence. Children become aware of the wider world through access to resources, such as, books, puzzles and dolls which promote a positive view of diversity. The children

choose books to look at and the childminder reads them stories, she points to the pictures and asks them questions on what they can see. This promotes children's understanding on literacy, extends their learning and develops their thinking skills. Children's imagination and physical development is promoted well as they cover dolls and push them in pushchairs around the garden. The childminder provides a range of resources to challenge and support the different ages of children who attend, this enables them to make good progress in their learning. Children point to the chairs in the garden and says 'two chairs'. This supports their understanding around numeracy. Children roll balls at skittles they have lined up. This develops their hand and eye co-ordination and their physical skills well.

The childminder has begun to undertake regular observations on children, she records these along with a range of photographs and examples of the children's art and craft work. She knows individual children well and ensures that play opportunities and resources meet their learning needs and interests. However, the next step in their learning has not yet been identified for children and the observations undertaken are not clearly linked to the six areas of learning. This could limit children's all-round learning and development.

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