

Inspection report for early years provision

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Inspection date	17/06/2010
Inspector	Deborah Kerry
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 since 1996. She lives with her family in Cambridge. All areas of the property are used for childminding. 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 six children under eight. She is currently caring for six children in the Early Years Foundation Stage all of whom attend on a part-time basis. The childminder is registered on the Early Years register, the compulsory and voluntary part of Childcare Register. The childminder supports children with special educational needs and disabilities. The childminder is a member of an childminding network and is accredited to provide early education sessions. Local shops, a park, the pre-school and primary school are within walking distance.

The family have a dog and a cat. The childminder attends the local carer and toddler group on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children in the Early Years Foundation Stage are provided with highly effective support to help them make progress in their learning and development. The childminder has a range of policies and procedures in place, that mostly reflect her excellent practice. The childminder ensures she adapts her practice so that all children are included and can participate in the activities provided. The childminder has developed excellent relationships with parents and other practitioners involved in the children's care and learning. Children benefit from the childminder's exceptionally well-organised and professional approach, ensuring their safety and welfare is fully promoted. The childminder has in place robust systems to reflect and evaluate her practice and has identified clear actions to support her continued improvement and development.

What steps need to be taken to improve provision further?

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

- ensure that all policies and procedures are up-dated to reflect positive changes to practice.

The effectiveness of leadership and management of the early years provision

The childminder is very well-informed regarding safeguarding procedures to ensure that children's welfare is a high priority. She has attended training and ensures

that this is regularly updated so her knowledge is effectively maintained. Written policies clearly state the steps to take should she have concerns and includes local contact information. Safety considerations are paramount, the childminder has rigorous risk assessments in place for all areas and the equipment, for both inside and outside of the home. Risk assessments for each outing are completed, ensuring children's safety is maintained when away from the home. The childminder ensures that the premises are secure and children cannot leave them unsupervised. Children practise the evacuation procedures on a regular basis. This is effective in helping them to learn how to keep themselves safe in an emergency.

The childminder has excellent relationships with the parents of minded children, and keeps them fully informed about their child's learning and development through daily verbal feedback. Parents and some of the older children have completed questionnaires to enable the childminder to gain feedback on her practice and make changes to improve her practice. Parents regularly add comments to their child's progress record. This helps to keep the childminder up-dated on their interests so that their individual care and learning needs can be fully met. The childminder has in place a range of policies and procedures to support her excellent practice which she shares with parents. However, these do not currently include all the changes she has implemented to reflect the improvements to her practice. This helps to keep them fully informed about the care and learning she provides for their children. The notice board in the entrance displays relevant information for parents and the weekly plan of activities. This helps to keep parents fully informed about the childminders practice and the range of activities children undertake. The childminder has established excellent links with other practitioners in other settings minded children attend. She obtains verbal feedback on children's individual needs to ensure appropriate support can be provided to meet their learning needs. She obtains copies of topics and themes from nursery to ensure that activities can be extended and not duplicated within her childminding practice.

Through reflective practice and self-evaluation the childminder seeks to improve her high quality practice further. This ensures that children's continued progress in their learning, and development is effectively supported. For example, she has identified additional training to consolidate and extend her existing knowledge further and keeps abreast of new developments. She has attended several training courses around the Early Years Foundation Stage to enable her to support children's learning and development effectively. She holds a Level three qualification in early years; she is part of a childminding network and is accredited for funding to provide early education sessions for three and four-year-olds. A stimulating and creative environment is provided for the children, where their independence and self-esteem is promoted effectively whilst they learn through play.

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

The childminder ensures that children are very well-cared for and their nutritional needs fully met, as she shares her healthy eating policy with parents. Children are

provided with a range of fresh fruit, vegetables and cheese with a drink for snack. Children's independence is effectively promoted, as they are able to manage their own toileting needs. The childminder has in place comprehensive range of 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 use large play equipment in the garden which effectively promotes their physical development. Babies have space to crawl around and can pull themselves up on the furniture to support their physical development in readiness for walking. Children know that they need to wash their hands before eating and after using the toilet. This helps them to develop an excellent understanding of good hygiene practices and how to keep themselves healthy.

Children take part in a range of activities to develop their understanding of the wider world. They celebrate a wide range of different world festivals to develop their understanding around other cultures and beliefs. The childminder has completed several courses to widen and develop her knowledge on children with special educational needs, to ensure that all children are offered effective support. The childminder's home is organised totally around providing play opportunities for children. Resources and activities are set out in low level open shelving and are labelled with pictures. This enables children to make free choices in their play and further promotes their independence.

Children show high levels of concentration as they spend time creating sunflower pictures. They spread glue and place coloured shapes to make a pattern in the shape of a sunflower. The childminder extends children's learning further as they then fill pots with compost and plant sunflower seeds. The childminder talks with children about more and less when filling up the pots. These activities promote children's understanding on the environment and help to develop their problem solving skills. Children have excellent communication skills and are confident to relate and talk about their activities, families and home life with the childminder. Children have good manners and say 'please' and 'thank you', and they are learning to share and take turns with resources. Children behave well and are given clear boundaries by the childminder and she offers them positive praise for their efforts. Children enjoy listening to stories read to them by the childminder, they share and look at books all together. The childminder ensures that all children are included and she sits them close to her. This develops children's interest in literacy, supports their early reading skills and shows how settled and secure children feel when in her care.

Children flourish in a supportive environment, where opportunities for learning are stimulating and based around children's interests. The childminder is totally dedicated to delivering an excellent standard of childcare, which is reflected in the children's observational records and in the weekly plan of activities. Children are making excellent progress in all areas of learning through a balanced range of adult and child-led activities. The childminder plans around children's interests and she regularly asks the children what they would like to do, so that appropriate resources can be provided. Children are highly motivated and enthusiastically select resources that meet their interests. The childminder has identified clear aims to support the next step in their learning. This ensures that they are fully supported in their learning and development so they can continue to make

excellent progress. The childminder records children's progress using photographs and sensitive observations to help her plan activities to meet their individual needs. The childminder regularly reviews her practice to ensure that the activities provided cover all six areas of learning and that children have a balanced curriculum.

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	1

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	1
The effectiveness with which the setting deploys resources	1
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	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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children develop skills for the future	1

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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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