

Inspection report for early years provision

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Inspection date	04/08/2010
Inspector	Denise May Smith
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 2002. She lives with her husband and two children aged two and thirteen years in Orton Goldhay, Peterborough. The whole ground floor of the childminder's house is used for childminding and there is a first floor bedroom available for children to have undisturbed sleep. Children have access to a fully enclosed garden for outdoor play. The bathroom is located on the ground floor and the family have no pets.

The childminder is registered to care for a maximum of five children at any one time, of these no more than two may be in the early years age range. She is currently minding four children in this age group, all of whom attend on a part-time basis. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local amenities and attends local groups, she 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 a thorough knowledge of each child's needs and interests enabling her to provide good quality care and education which is tailored for the individual children. She maintains positive partnerships with parents and uses the information shared between them to make sure children's needs are consistently met. She implements good assessment procedures, using the information gained from these to inform activity planning and ensure that children are offered appropriate support in their play and development. The childminder has a positive approach to reviewing her procedures so they are up-to-date and are supportive of her childminding. She uses a variety of evaluation methods thereby providing a service which is responsive to children's needs.

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, including information gathered from parents and children in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well because the childminder has a thorough understanding of her responsibilities relating to safeguarding children. A clear safeguarding policy is in place and shared with parents; this together with

attendance at training sessions, access to appropriate guidance material and contact numbers enables her to identify any child at risk and take appropriate action.

Thorough risk assessments help to ensure that hazards are minimised and children's safety is promoted. Relevant activities and ongoing explanations from the childminder help children build up their understanding of how to keep themselves safe. For example, clear boundaries are set when using the challenging outdoor equipment and practical road safety management help reinforce children's knowledge and awareness.

The childminder is committed to the continual development of her practice in order to improve the outcomes for children. She has a clear vision for the future and her ongoing review and evaluation support her in prioritising improvements to achieve this. Recent improvements include the continual development of the written observations and assessments of children's progress. As a result of this review and the amendment to these systems the childminder is now able to observe, assess and plan appropriately to promote children's development. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and the various methods of evaluation which are in place are not pulled together to make one focused plan for future development. Children are offered an interesting and well balanced range of opportunities, indoors and outside, that support their good progress. Resources are broad and balanced and attractively displayed so that children can make choices in their play.

The childminder uses her in-depth knowledge to ensure her childminding service is inclusive to all children. They develop an understanding of difference and the childminder works closely with parents to ensure that she fully understands each child's individual needs. Children's self-esteem and sense of belonging are promoted well as the childminder listens carefully to them and ensures that their interests are reflected in the activities and resources offered. Children's art work and creations are well displayed reinforcing a sense of pride in themselves. The childminder has good relationships with parents and carers, enabling them to exchange information. Parents are well informed about their child's progress and activities, for example, through the use of daily diaries, texts and ongoing discussions. Consistency of care is further promoted as the childminder has a good understanding of the importance of maintaining close links with other professionals. For example, she attended the local pre-school's open day with a child and her parent in order to begin to build up these links.

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

The childminder has a thorough understanding of the Early Years Foundation Stage which ensures that children make good progress and are appropriately supported. She undertakes observations of children at play, assesses these and identifies well chosen next steps of learning. This information is used to inform her individual planning for children which is focused on children's current interests and needs. For example, their transition to school. Assessment and planning are clearly linked to the Early Years Foundation Stage practice guidance and demonstrate

children's progress. The childminder's home is safe, secure and welcoming and children's positive behaviour demonstrates that they feel secure in the environment. They confidently access the playroom selecting from the wide range of toys available and move their chosen activities to a place where they feel comfortable. For example, a series of puzzles are brought into the living room and completed alongside the childminder providing an environment where their active involvement in their own learning is encouraged.

Children's emotional development is well supported. They are confident in the childminder's care and play happily together. For example, as they manipulate the play dough to make snakes and bracelets, they share the tools and equipment and take turns with the play scissors to trim and shape the dough. Children's knowledge of diversity is developed as they access relevant resources and participate in discussions and activities. For example, they learn about difference as they discuss what being vegetarian means and share cultural celebrations. The childminder's good procedures for working with parents and other professionals mean that she is able to offer appropriate support to children who have special educational needs and/or disabilities and children who may speak English as an additional language. Children clearly have fun in the childminder's care and delight in talking about their experiences. They happily share their folders of work describing what they had made, who was in the photographs and what the events had been. For example, one photograph was taken during an 'Easter egg hunt in the rain' and another prompted a story of how a 'grass caterpillar' had been made by filling a sock with sawdust and grass seed. The children watered these until they grew into a hairy caterpillar. Children describe how they grow carrots and broccoli in the garden and eat these for their dinner saying how much they 'like them'. They further describe how the peas did not fair so well as they did not water them sufficiently. This demonstrates how children are able to learn about nature and how to care for living things.

The childminder ensures that the children can make independent choices in their play because she has made the resources easily accessible for them in the playroom. She extends these opportunities by taking the children to a variety of local groups and places of interest where they can socialise with other children. For example, rhyme-time and movement and dance sessions. They enjoy trips to the park and the local museum where special activities are organised for children. The balanced planning ensures that children have opportunities to count and develop an understanding of numbers. Children particularly enjoy undertaking a range of puzzles and use their thinking skills to work out how to complete them; with appropriate support from the childminder as required.

Children have good opportunities to develop their physical skills in the well equipped garden. Resources include apparatus that provide challenge for children and support all aspects of children's physical development. Children walk into the local community on a daily basis so enjoy lots of fresh air and exercise. Children's understanding of developing good hygiene practices are reinforced during routine activities such as washing their hands before eating. Books play a central feature of the childminder's care. They access these independently, and the childminder supplements her own books with those from the library. Children have taken part in the libraries 'book crawl' and received certificates for their achievements. They

have opportunities to explore and use some information technology resources such as radio controlled cars. These number, language and technology activities and opportunities help them develop valuable skills for the future.

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	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

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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