

## Inspection report for early years provision

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<b>Unique reference number</b>	258063
<b>Inspection date</b>	20/10/2010
<b>Inspector</b>	Alison Reeves
<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.

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## **Description of the childminding**

The childminder was registered in 2001. She lives with her husband and two of her three children, one an adult, the other aged 12 years, in Cambridge, Cambridgeshire. The whole of the premises is used for childminding and there is an enclosed garden for outside play. The childminder takes children to the park, indoor soft play areas and to meet other childminders. The family have two cats and two rabbits.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for two children under eight years, of these, two may be in the early years age group. She is currently caring for three children in the early years age range on a part-time basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in their learning and development whilst in the care of this childminder. Their safety and welfare is paramount and appropriate measures are taken to ensure this. Children are highly valued and the childminder works hard to cater for individual needs. Children flourish in the calm, caring environment and most aspects of assessment are effective. Partnerships with parents are well established. The childminder uses sound methods to reflect on practice to raise standards and further improve outcomes for children in the setting.

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

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

- develop observation and assessment systems
- develop systems for observing and recording children's achievements, linking these to the areas of learning and children's next steps.

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

Children are effectively safeguarded by the childminder who is clear about her role in protecting children from harm. She has sound knowledge of child protection issues and the relevant systems in place to enable her to make a referral if she is concerned about a child in her care. Policy statements reflect the ethos of the setting and are clear and concise. Children play and learn in an environment free from hazards, as clearly documented risk assessments have minimised the potential of danger. Resources are made available to support children in their play

and learning. The childminder helps children in making appropriate choices for their particular stage of development, making sure they are able to achieve but also to challenge themselves.

The childminder nurtures children so that they meet their full potential. She is adept at supporting families of children with English as an additional language, going to some lengths to fully understand their needs and provide an appropriate environment in which their communication skills can blossom. Regular discussions are held with all parents to discuss children's progress and parents contribute regularly in setting children's next steps. The childminder recognises the importance of close partnership working in order to promote the best possible outcomes for children and is totally committed to working with parents and other agencies. Children and their family's home background are highly valued and the childminder ensures their cultural beliefs and preferences are fully incorporated into the setting. Parents comment that the childminder offers a high quality service to them and their children, providing an environment where children feel safe, comfortable and have fun as they learn through play. Written information for parents has been developed and is clear and easy to understand, giving parents an overview of how the setting works.

The childminder has reviewed her practice through self-evaluation and by making good use of local support and development services. She has highlighted some of the key strengths and weaknesses and taken some action to make improvements. She is committed to providing the best possible environment and care for children and looks at how she can continue to develop this. The childminder uses photographs effectively to illustrate children's developmental progress and achievements. The system of evaluation incorporates parents views, giving a balanced and comprehensive view of the setting.

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

Children are supported very well in their play and learning. The childminder knows their starting points on entrance to the setting and strives to provide challenging and motivating activities. Children are settled and happy and clearly enjoy being with the childminder. They choose freely from books and toys and enjoy investigating resources. The childminder works at the children's level at all times, talking to them or giving a commentary of their play to promote the use of language and helping to develop their understanding of others and the world around them. Children benefit from the childminder's depth of knowledge about how young children learn. She has a clear understanding of the Statutory Framework for the Early Years Foundation Stage and is embedding systems to ensure children make progress and develop a strong base of skills for the future. Regular observations make certain she is aware of each child's individual stage and where they are at in their development and learning. However these are not clearly linked to the areas of learning making it difficult to track progress across all areas. Children's next steps are known and planned for but are not consistently documented.

Children's social development is well fostered as they meet up with other childminders and their children and visit a number of facilities outside the childminder's home. Regular trips to community groups and visits to parks provide children with a greater variety of experiences. Children enjoy manipulative, messy and creative play where they express their feelings and ideas. Young children use the tools for rolling and cutting shapes from the dough with increasing skill. This enables them to develop their hand control and their creativity as they explore the thickness and texture of the material. Children listen, respond and join in with stories. They enjoy stories being read to them and readily select favourite books. Children enjoy sorting and identifying objects as they make pictures with felt shapes. They investigate space and size as they place the pieces on the board. Children learn about the wider world as they engage with the local community and through a variety of activities, festival celebrations and visits to places of interest. Children's physical development is promoted effectively. They have plenty of opportunities to play outside in the garden. They love to bounce up and down on the small trampoline and push the dolls along in the small buggies.

Children are learning how to keep themselves and others safe. The childminder talks to them, as they play, about how they can do this. Young children demonstrate their sense of security as they snuggle up with the childminder on the sofa and settle quickly for sleep. Children eat healthy well-balanced meals provided by their parents and the childminder helps them to learn about making healthy choices as they talk about the food they eat and what it does to the body. Children learn about personal hygiene as they are fully included in regular routines, using wipes and hand washing to clean mucky hands and faces to prevent the spread of germs and cross contamination.

Children are encouraged and praised for their achievements developing their self-esteem. Comments such as 'What a lovely triangle' and 'what other shapes can we make?' encourage children to try different things as well as developing their confidence. House rules are in place so that all children understand boundaries and as a result the atmosphere is calm and conducive to children's learning.

## 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	3
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	3
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

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

Met