

## Inspection report for early years provision

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<b>Inspection date</b>	08/11/2010
<b>Inspector</b>	ISP Inspection
<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.

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 2010. She lives with her husband and three children aged 14, six and two years in Walton, Peterborough, Cambridgeshire. The whole of the ground floor of the childminder's home is used for minding with the exception of the front room and there is a fully enclosed garden available for outside play. The childminder walks to local schools to take and collect children. Local amenities such as shops and parks are all within walking distance of the childminder's home.

The childminder is registered to care for a maximum of four children under eight years, of whom two may be in the early years age range. On certain days of the week and for specific children, the childminder is registered to care for three children in the early years age range. She is currently caring for three children in this age group. The childminder is also registered on the compulsory and voluntary parts of the childcare register.

The childminder 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 provides a safe and warm environment for children and has developed close relationships with the children she cares for. They participate in a varied range of stimulating play experiences which allow them to make good progress in their learning and development. The childminder has good knowledge of children's individual needs due to regular consultation with parents. Systems to observe and assess children's progress are developing well. The childminder understands her strengths and weaknesses and is constantly evaluating her practice to continually improve outcomes for children.

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

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

- ensure regular evacuation drills are carried out and recorded in a fire log book
- ensure there is a balance of adult-led and child-initiated activities to support children's individual learning needs and show how and when next steps in children's development are achieved.

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

Children are well protected by the childminder who is safe and secure in her knowledge of child protection issues. She is confident on how to report concerns when necessary and has attended training in this area. Effective risk assessment systems are in place for both the home and outings, which identifies hazards and ensures appropriate action is taken to keep children safe. However, although the childminder has an emergency escape plan in place she has not yet practised this with the children in her care. Therefore, children are limited in their understanding of how to keep themselves safe in this situation. Documentation, including parental permissions, registers and records which are required to support childminding are well maintained. The childminder shares a range of well-thought-out policies and procedures with parents which underpins the good practice at the setting.

The childminder's home is spacious and organised effectively to meet children's individual needs and promote their independence. Young children have ample floor space to move freely between resources and low-level furniture encourages their physical development when learning to stand. Toys and resources are attractively arranged and accessed independently in open storage. The childminder has a secure knowledge of each child and their backgrounds and constantly liaises with parents to ensure their continuing needs are met. The childminder understands the need to enable children to become aware of similarities and differences in people and teaches children about values and respect through her resources and activities.

The childminder has built secure relationships with all her parents and ensures that they regularly communicate about their child. A detailed daily diary provides parents with a good overview of their child's day and the activities they have participated in. Records of children's achievements are shared on a regular basis. Parents comment very positively through regular questionnaires about the care their child receives. The childminder has a positive attitude to liaising with other settings who provide the Early Years Foundation Stage and has systems in place should the situation arise.

The childminder is keen to attend regular training to keep up to date with childcare issues, now she has settled into her childminding role. Effective systems for self-evaluation are in place, which includes gathering parent's feedback. This allows the childminder to prioritise and focus on realistic areas for improvement, which improve outcomes for all.

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

Children have developed close bonds with the childminder and are happy and settled. Young children are greeted lovingly by the childminder when they wake from a sleep and they enjoy snuggling up close whilst sitting on her lap. The

childminder has a clear understanding of learning through play and supports children appropriately in activities. She spends most of her time at their level on the floor, reinforcing learning such as numbers and colours through general play. For example, counting the number of bricks as they build a tower. The childminder is making clear progress with her records of children's achievements to ensure they are relevant to the individual child and relate to the early learning goals. However, at present activities do not include an even balance of adult-led and child-initiated play to support children's individual learning and there is limited evidence of how and when next steps have been achieved.

Children are confident in their surroundings and familiar with routines such as settling down easily at sleep time. Young children enjoy interactive toys where they can press buttons to make noises or hear music, for example, pop up animals and sound books. Through practical activities, such as completing jigsaws, children develop their awareness for matching and problem solving. Books are readily available to encourage children's understanding that print carries meaning. Children's physical skills are promoted well through age-appropriate equipment in the garden and frequent trips to the park. Children are able to demonstrate their creativity through art and craft activities such as painting and play dough.

Children's welfare is promoted well. All documentation which safeguards children's health is maintained to a good standard and a valid first aid qualification allows the childminder to effectively deal with minor injuries. Children are taught the importance of maintaining their own health and hygiene and the childminder is a clear role model in this area. Snacks provided by the childminder are healthy and nutritious and drinks are readily available. Children receive constant praise and encouragement from the childminder to help build up their confidence and self-esteem.

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