

Inspection report for early years provision

Unique reference number	222759
Inspection date	15/11/2010
Inspector	Kelly Eyre
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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 1997. She lives with her two children aged 16 and 11 in Comberton, near Cambridge. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. The bathroom is located on the first floor. The family has one cat.

The childminder provides care on each weekday during term-time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding two children in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in this age group. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The childminder is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder uses informal self-evaluation procedures to help her identify weaknesses in her practice and develop ideas to address these, therefore demonstrating an effective capacity to continuously improve the outcomes for children. She observes and assesses children appropriately in order to gather information about their development. She utilises some of this information when planning activities and to enable her to support children in making satisfactory progress in their learning. The childminder's effective partnerships with parents and carers support her in obtaining a sound understanding of each child's needs. She makes use of this knowledge to help ensure that children are included in all activities and their needs are met.

What steps need to be taken to improve provision further?

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

- develop the assessment and planning procedures to show children's starting points and how their next steps are consistently fed into the overall planning in order to provide further experiences which are appropriate to each child's stage of development
- develop further the use of the self-evaluation process as the basis of ongoing review of practice
- update the policies and procedures to ensure that these consistently relate to current guidance and legislation and are shared with parents.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her responsibilities relating to safeguarding children, enabling her to promote children's welfare effectively. This is supported by appropriate suitability checks on household members and a written procedure which helps the childminder identify children at risk and take appropriate action. Effective risk assessments help to ensure that hazards are minimised and children's safety is promoted. Appropriate daily practice and ongoing explanations from the childminder help children to build an adequate understanding of safety issues. For example, they talk about road safety each time they are out.

The childminder implements sound policies that support her in providing a childminding service which is inclusive to all children. She works with parents to ensure that she understands each child's background and needs. She is therefore able to offer children the support they require in order to participate in the activities and play opportunities and to make appropriate progress in their learning and development. The childminder maintains effective partnerships with parents, thus facilitating the exchange of information about children and helping to ensure that their care is consistent. Parents are adequately informed of their children's progress through discussions with the childminder and the use of a communication book for young children. Parents are informed of the childminder's policies and procedures. However, some of these do not consistently relate to current guidance and this could lead to misunderstandings. Consistency of care is further promoted as the childminder has a sound understanding of the importance of maintaining links with other professionals involved with the children. For example, she has procedures in place to exchange information with the local pre-school.

The childminder is experienced and demonstrates a commitment to making changes to her practice that will improve the outcomes for children. She informally reviews her work to help her understand her strengths and weaknesses and implement improvements. For example, recent improvements include the introduction of written observations of children, helping the childminder to gain a clear overview of their current developmental needs. However, the self-evaluation process is not fully utilised to inform the overall review of practice and to evaluate the impact of any changes made. Children's learning and development are supported because the childminder makes efficient use of resources. For example, she utilises community resources, such as the library, a toddler group and parks, in order to provide a further range of opportunities.

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

The childminder has attended appropriate training in order to gain a clear understanding of the Early Years Foundation Stage. She uses this knowledge to help ensure that children are offered appropriate activities that support them in making satisfactory progress in their learning. She observes children as they play,

keeping a brief record of this and using some of the information to inform activity planning and thereby provide activities to promote children's development. However, this is not fully promoted because the assessment and planning procedures do not show children's starting points to inform initial activities, or how their next developmental steps are consistently fed into the overall planning. Children's behaviours demonstrate that they feel secure. They independently select resources and state their preferences. They therefore play an active role in their learning and are developing positive attitudes to this.

The childminder's appropriate interaction with children helps promote their understanding and extend their play. For example, children are encouraged to think critically as they work with the childminder to build a tunnel for the train, comparing the sizes of the trains and determining which will fit through the tunnel. The appropriate provision of some structured activities means that children are encouraged to solve simple problems and start to recognise written numerals. For example, children enjoy stacking beakers in order of size and are encouraged to recognise the numbers one to 10 on the base of the beakers.

Children are developing a clear understanding of behaviour and thus gaining skills for the future because the childminder explains issues to them, encouraging them to share and understand each other. Their knowledge of diversity is appropriately promoted through discussions and the use of resources. For example, when playing with play figures, children discuss the differences and go on to talk about the differences in their own characteristics and the fact that everyone is unique and special. The childminder's effective partnership-working with parents enables her to gather relevant information in order to support children who have special educational needs and/or disabilities and those who speak English as an additional language. This area is further supported as the childminder learns key words in the children's languages and makes effective use of other forms of communication, such as the use of pictures and prompts.

Children gain further skills for the future and increase their knowledge of the uses of information and communication technology as they access an appropriate range of resources, such as toy telephones and an interactive keyboard. They are offered an effective range of opportunities to be active and develop physical skills and co-ordination, for example, through participating in action rhymes and using large play equipment at the park and in the garden. Appropriate daily practice helps to develop children's awareness of healthy lifestyles. For example, they wash their hands before eating and discuss the importance of a healthy diet as they play with toy food.

Children feel welcome and valued as the childminder is aware of their interests and uses these to help promote their learning and development. For example, after noting that children showed a particular interest in books, the childminder incorporated regular trips to the library into the weekly routine, thereby providing opportunities for children to develop their early reading skills. The appropriate planning of additional weekly activities provides further opportunities and helps promote children's development. For example, they interact with their peers and learn to play together when they attend a local toddler group.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----