

## Inspection report for early years provision

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<b>Unique reference number</b>	EY405905
<b>Inspection date</b>	25/11/2010
<b>Inspector</b>	Carly Mooney

<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 two sons who are both aged seven years in March, Cambridgeshire. The whole of the ground floor of the childminder's house is used for minding and there is a fully enclosed garden available for outdoor play. The premises are within walking distance of local pre-schools, parks and shops. The family have a pet dog.

The childminder is registered on the Early Years Register to care for a maximum of four children under eight years, three of whom may be in the early years age range. The childminder is currently minding one child under five years. The provision is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

Children feel welcomed into the childminder's home and enjoy her company. They participate in a suitable range of activities they enjoy, which allows them to make sufficient progress in their learning. Children are valued and their individuality respected. The childminder is beginning to develop her skills in observing and assessing children's progress. Positive relationships with parents are in place. The childminder demonstrates a positive attitude to improvement, although effective procedures for self-evaluation have yet to be fully implemented.

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

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

- develop further the systems used to observe and assess children's achievements, interests and learning styles and use these to identify learning priorities and planning for individual learning
- implement systems for reflective practice and self-evaluation to identify the strengths and priorities for development that will improve the quality of provision for all children.

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

The childminder ensures children are safeguarded whilst in her care due to her sound knowledge of child protection and how to report concerns. The childminder has undergone suitable checks to be able to care for children and she ensures

children are always supervised whilst in her care. Appropriate written risk assessments are in place to identify and minimise risks to children both in the home and on outings. An adequate range of policies and procedures support the sound practice of the childminder and information is shared with parents. Record keeping meets requirements.

Children feel comfortable and settled in the childminder's home. A sufficient range of toys which are age appropriate are easily accessible in the lounge and hallway. Children access a small range of resources such as books and dolls, which helps to support their understanding of diversity and differences in people and children.

Positive, friendly relationships have formed between parents and the childminder, who work closely to meet children's care needs. Verbal feedback and a daily diary keep parents informed of their child's time in the childminder's home and they are aware that records of their child's progress are kept. The childminder has established effective relationships with the pre-school that a minded child attends, sharing regular information and attending events to support children's well-being and development.

The childminder has a positive attitude to improving her services and is generally aware of her areas of development. She is keen to attend training that will improve her knowledge of childcare issues. However, she has not yet started to implement procedures which allow her to effectively self-evaluate and monitor her practice on a regular basis.

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

The childminder displays a warm and caring nature to children in her care. They are comfortable in her company, laughing out loud when she tickles them and sitting on her knee for a cuddle. The childminder has a sound understanding of how to promote children's learning through play, which ensures children are able to make satisfactory progress in their development. She spends time down at children's level supporting them adequately in activities such as encouraging colour recognition when playing with the trains. The childminder takes photographs of children during play and keeps pictures they have made but has yet to implement systems which enable her to effectively observe and chart children's progress through the early learning goals and identify meaningful next steps in their learning.

Children spend time socialising with their peers at childminding groups and visit places of interest such as local nature reserves and farm parks to extend their learning. They spend time in the fresh air on a daily basis as they go on regular walks and develop their physical skills on apparatus at nearby parks. A suitable range of activities and resources encourage children's creativity and imaginative skills such as role play equipment, and art and craft materials.

Children's health and well-being is promoted through effective and shared hygiene routines carried out by both the children and childminder. Children's dietary and

medical requirements are known which ensures they receive the most appropriate care. The childminder also has a current first aid certificate which enables her to respond appropriately if a child becomes ill or has an accident. Children participate in safe practices such as fire drills so that they gain an understanding of how to keep themselves safe. Snacks are healthy and nutritious and children access regular drinks to ensure they remain hydrated.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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