

Inspection report for early years provision

Unique reference number	EY320450
Inspection date	16/12/2010
Inspector	Melanie Eastwell
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 2006. She works with her adult daughter who is an assistant in Walton, Peterborough close to shops, schools, parks and public transport links. The whole of ground floor of the childminder's house and one upstairs bedroom is used for childminding and there is a fully enclosed garden for outside play. The childminder has two dogs and two tortoises.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range when working alone and six children under eight years when working with an assistant. She is currently minding six children in this age group. She also provides care to children aged over five to eight years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from the local school and pre-school and attends local groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a well developed knowledge of each child's needs and that ensures she successfully promotes their welfare and learning in an inclusive manner. Children are safe and secure and benefit from the childminder and assistant's positive interaction with them. The partnerships with parents are strong and they are significant in ensuring that the needs of all children are met effectively. This means that children progress well, given their age, ability and starting points. The childminder has begun to develop informal systems for self-evaluation that she is keen to develop further in order to identify her priorities for future progression, resulting in provision that responds to the 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 systems for observation and assessment to ensure a balance of records across the six areas of learning
- obtain an up-to-date copy of the Local Safeguarding Children Board guidelines to keep for reference
- develop further the systems for self-evaluation to continue to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has established generally effective systems to ensure that the welfare of children is safeguarded. For example, the childminder and assistant hold current Criminal Records Bureau clearances, the childminder has attended a training course on safeguarding children and they both maintain constant supervision to ensure children are safe. However, the childminder does not currently have a copy of the Local Safeguarding Children Board guidelines to make sure she has the current contact numbers in the event of any child protection concerns arising. Although she does have a thorough knowledge of the importance of recording and reporting any concerns and of maintaining confidentiality.

Children receive an inclusive experience at this welcoming setting. The childminder and her assistant know them all very well and are skilled at anticipating their individual needs for rest, food and drink or changes to the activities. Resources such as books and play materials are easily accessible to children or they are in view so that the children can indicate to the childminder what they would like to play with. The childminder has a dedicated playroom which is attractively decorated with posters displaying letters, numbers and shapes as well as pictures the children have made. Information is also displayed for parents such as menus, daily routines and the Early Years Foundation Stage.

Children benefit from the effective partnerships the childminder has built with their parents. She ensures they receive daily verbal feedback about their child's routine and the activities they have enjoyed. Parents have access to their child's scrap book and report highly complimentary comments about their child's experiences with the childminder in the recent questionnaires sent out by her. Parents are fully consulted on their child's individual needs both when they first start attending and on an ongoing basis. This involves thorough discussion about dietary needs, their progression at home and helping to manage issues such as behaviour and toilet training. This partnership working contributes to children's feelings of belonging and security in the childminder's home. The childminder is aware of the importance of developing partnership working with other providers delivering the Early Years Foundation Stage and with any other agencies involved with the children. She makes every effort to speak to other providers and to find out about the children's activities to ensure a smooth transition and a consistent approach for them.

The childminder has implemented some informal systems to evaluate her provision. For example, she has sought the views of the parents through the use of a questionnaire and she has made significant changes to her practice since the last inspection. These changes and her ongoing commitment to the children demonstrate good capacity for continuous improvement. However, she is keen to develop this further to ensure that the areas of strong practice are recognised and celebrated and to clearly identify her priorities for future development to continue to improve the outcomes for children.

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

Children demonstrate that they enjoy themselves in this welcoming and friendly setting. The childminder ensures that their individual needs are effectively met and has good systems in place to make sure that her setting is fully inclusive. For example, the activities are adapted to enable all children to take part and the play areas are set up to allow a variety of activities for children of different ages to take place at the same time. Children begin to be aware of managing their own personal hygiene. Younger children's hands are cleaned before they eat and older children are able to be independent in the bathroom. The childminder prepares freshly made meals and snacks that take account of any dietary needs and children have access to drinks throughout the day. Children demonstrate that they feel safe with the childminder. For example, they are confident to move between their chosen activities and seek comfort and reassurance as they need it. They are able to make choices about their activities. Toddlers enjoy rummaging in low-level boxes to find toys they want to explore and show curiosity about how to build towers or to find out about the texture of shaving foam during a messy play session.

All children are treated as individuals and with respect. The childminder and her assistant know them all very well and manage differing ages and abilities effectively. Children begin to learn about the wider world through discussion with the childminder and through accessing a range of resources that celebrate diversity. The childminder ensures that each child's specific needs are managed through careful discussion with their parents. For example, working with children who are bilingual and finding out the translation of key words to help the child settle and feel secure.

Children's progression in their learning and development is recorded through written observations, samples of their work and photographs that the childminder displays for parents in very well presented scrap books. She uses the Practice Guidance document to assist her in the planning for individual children and records some next steps for each child. The observations are dated and are recorded chronologically. This generally demonstrates children's progression and achievements. However, she does not currently have a system to ensure she is recording a balance of observations across the six areas of learning. Children benefit from the well-organised arrangements in this setting that has flexible routines that take account of individual children's needs and their confidence and self-esteem is promoted through the highly positive interaction from the childminder and her assistant.

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	3
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
--	---

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

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
--	-----