

Inspection report for early years provision

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| Unique reference number | 222314 |
| Inspection date | 18/01/2011 |
| Inspector | Denise Smith |
| Type of setting | 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 1992. She lives with her husband, an adult son, daughter-in-law and grandson in a village near to Huntingdon, Cambridgeshire. The whole of the downstairs of the childminder's house is used for childminding purposes together with the upstairs bathroom. Children have access to a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group, who attend on a full and part-time basis. Additionally, she cares for four children in the older age group.

The childminder drives and walks to the local school and attends the local groups. The family has a tank with a goldfish.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe, welcoming and homely environment where they make satisfactory progress in their learning. The childminder develops positive relationships with parents and carers ensuring that she is able to offer flexible care to meet the children's individual needs. The childminder deploys her resources appropriately so that children can make independent choices and become active learners. All of the required documentation is in place to promote children's welfare and systems for observing children's progress are developing. The childminder is beginning to evaluate her practice and demonstrates a commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips.
- build on the observations of children's achievement's, including those of parents, so the children's next steps of learning are identified and inform future planning
- develop the process for reflective practice and self-evaluation to identify the setting's 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 has a sound knowledge and understanding of safeguarding children procedures and is clear about her role in ensuring children's welfare is promoted. She has attending training regarding safeguarding and is booked onto a refresher course to ensure her knowledge remains up to date. Documents are fairly well organised which serves to underpin her practice. For example, the childminder ensures that all risks within the home are minimised in order to keep children safe. However, the childminder currently does not record the risk assessments which she completes for any outings that children are taken on which does not fully support children's welfare.

The childminder supervises the children carefully and ensures the toys and materials they use are safe and appropriate for their ages. For example, cushions are placed around young children who are trying to be mobile as they reach for the toys that catch their eye. This prevents them from inadvertently bumping their head as they practise this new found skill. Documentation is in place to promote the welfare of children such as emergency contact information and accident records. The childminder organises space and play resources to meet children's needs. The children have easy access to a wide range of toys and activities which support their learning in all areas.

The childminder has positive relationships with parents. Care is taken to develop these relationships so that sufficient information is gathered so she can provide care according to children's individual needs. She understands about children's interests and makes sure activities provided are representative of these. Parents are provided with a range of written policies and procedures so that they know about the childminding provision. The childminder has many years experience in caring for children and has in place some sound strategies to care for children with special educational needs and/or disabilities. She is particularly 'in tune' with children's differing needs at different times in their lives and provides a caring environment where children feel safe. The childminder is able to support children who speak English as an additional language. This is because she speaks several languages herself and ensures the experiences she provides for children are based on the ethos of supporting children to learn English as they play. The childminder is developing systems to promote partnership working with other providers who also care for the children to ensure that continuity of care and education is maintained.

The childminder is in the early stages of developing a self-evaluation process so that she can clearly identify her strengths and areas for future development. She has begun to reflect and evaluate on her practice to ensure that children have positive experiences and can make suitable progress. For example, she values feedback from parents and ensures activities that children enjoy are incorporated into their day. A more formal self-evaluation process is developing, but is not totally effective at present. The childminder has made considerable progress since her last inspection and all of the actions she was asked to implement have been addressed. She is committed to further training to develop her understanding of a

wide range of childcare practice. This demonstrates the childminder's capacity to improve and develop the quality of care and education provided for the children.

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

The childminder is experienced in caring for children and is able to use this knowledge to ensure children in her care are settled and comfortable. For example, children who have been looked after for only a week respond well to the childminder and readily explore the range of toys that excite and interest them. They are mesmerised by electronic toys as they associate their pushing of a button with the noise the toy makes. Older children enjoy using console games which encourage them to be active as they play. Children enjoy the activities with the childminder. For example, they chalk and mark make at the easel and on the readily available paper, proudly showing the childminder their pictures. They choose books to look at themselves, handling these carefully, or they snuggle up with the childminder for a story. Children build with bricks and assemble the train track which supports their understanding of mathematical concepts such as size and shape. These activities support children's future economic well-being by equipping them with skills needed as they progress with their education.

The childminder observes the children at play and uses this information to ensure activities planned for them meet their needs. More formal processes for assessing what she sees and identifying the children's next steps of learning are in place, but not embedded to effectively to support this process. Although parents share information with the childminder, information about what the children achieve at home is not currently fed into this assessment process. This makes this a less effective system of supporting children's progress towards the early learning goals.

Children learn to keep themselves safe. For example, they learn to wash their hands at appropriate times and about how to walk safely when out and about with the childminder. This knowledge is extended when they visit the local police station where they learn about people who help them. Children experience physical play in the garden and when on outings. For example, as they go for walks into the countryside for fresh air and exercise. Children develop an understanding of caring for living objects as they grow cress, strawberries and sunflowers. They also learn to respect and care for each other as gentle reminders encourage them to share and take turns and to be extra careful as they play near to any non-mobile children.

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

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| 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

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| 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 | 2 |
| 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

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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