

Inspection report for early years provision

Unique reference number	EY271754
Inspection date	20/01/2011
Inspector	Lynn Dent

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 2004. She lives with her husband and one child aged 11 years in Peterborough. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children at any one time. She is currently minding nine children, of whom five are in the early years age range.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group, takes children to the library and to the park. The family has a pet dog.

The childminder supports children who speak English as an additional language. The childminder is a member of the National Childminding Association. Partnership arrangements are in place with the local childminding network. The childminder has achieved the 'Children Come First' Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy themselves at the childminders as she provides a range of interesting activities which engages their interests. Good planning and assessments arrangements ensure children are making good progress in their learning and development. All children are involved in the activities provided due to the inclusive practice provided by the childminder. Effective working relationships with parents mean that most information is shared for the benefit of the children. The childminder is in the early stages of developing partnership working with other early years providers. The childminder has suitable systems in place to help self-assess her provision and identify areas improvement.

What steps need to be taken to improve provision further?

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

- ensure that parents have the opportunity to be a part of their child's learning by contributing to their assessment records
- develop systems further to communicate with other settings that children attend to ensure continuity in their learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively protected as the childminder fully understands her responsibilities for recording and reporting child protection concerns to the local safeguarding authority. Children are cared for in a safe environment as the childminder has risk assessed the premises and carries out daily checks before the children arrive. The childminder also completes risk assessments for outings. She is vigilant about safety when out with the children, thus ensuring they continue to be safe. For example, using known routes to the local park and using pedestrian crossings whenever possible. Toys and resources are in a good condition and stored so that children can access them safely. Throughout the day children are reminded about safety and help to tidy the toys so that they do not pose a trip hazard.

Through self-evaluation the childminder is able to recognise her strengths and identify areas for improvement. She presents a positive attitude to continually improving her service by completing a range of training, such as, safeguarding, food safety and positive behaviour management. Resulting in keeping her knowledge and skills up to date thus having a positive impact on children's care and education. The childminder effectively plans a range of developmentally appropriate activities for the children in her care, for example, modelling with junk and play dough, growing strawberries, painting and using letter tiles to make their name. Consequently, they are making good progress in all areas of their learning and development. The childminder spends time effectively interacting with the children to learn about their interests. She also uses this time to observe and determine their stage of learning and development and to identify their next steps. This information is then used well to plan future activities that interest them and challenges their progress.

At induction the childminder works closely with parents to collect information about the children, enabling her to build on what they can already do. Parents are kept fully informed about their child's progress through daily discussions, diaries and they also receive copies of every observation that the childminder completes. This also includes the goals the childminder has set for their child. However, currently there are no systems in place for the parents to add their comments to the children's developmental records. Consequently, these do not give a full picture of the children's learning at home. Parents have access to the childminder's policies and procedures ensuring they understand the service provided. The childminder is in the early stages of working with the local playgroups that children in her care attend. Consequently, consistency for these children is also in the early stages. Documentation shows that detailed information is shared with some schools, helping to smooth transition arrangements.

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

The childminder takes good account of children's individual interests, encouraging them to bring toys from home to show to the other children. Consequently, they feel valued and learn to share. The childminder enables children to initiate their own play and provides resources to extend this. The children pretend to go on a camping trip. They take pretend food and cooking utensils and a lantern. The childminder provides batteries to make the lantern work and discusses with the children where they will pitch their tent and what they will use to make this. She then provides a drape and a large mat to make the tent walls and roof in the corner of the room. The children spend some time in the tent using the lantern to 'See in the dark' as they develop their imaginative play. Babies are developing their independence they move around the room accessing a range of developmentally appropriate toys from baskets. They are able to crawl and pull themselves to standing and cruise around the sturdy furniture as they develop their physical skills. Children thoroughly enjoy the childminder singing songs and rhymes as she uses puppets, such as a mouse to sing 'Hickory, dickory dock'. Consequently, they giggle with glee and sing the words they know.

The childminder is very aware of how to adapt activities so that all children can take part at their developmental level, making the setting fully inclusive. This is shown as the childminder engages all the children in an activity to make spiders. She shows the children a soft toy spider and talks to them about those they may have seen. She then explains that they are going to paint a paper plate as the body for the spider and allows each child to choose the colour they would like to paint their spider. The older children pour their paint into tubs and begin painting. During this time the baby is seated safely in a high chair at the table, enabling her to take an active part in the activity. The older children are encouraged to develop this activity as they mix white into their paint as the childminder talks with them about different shades of their chosen colour. The children then extend this themselves by mixing the paints to make different colours before painting pieces of card for the spiders legs which they will join together at a later date.

The childminder is a positive role model for good behaviour. She is firm but fair when asking them to abide by the house rules such as tidying up toys. She gets down to the children's level and makes eye contact, using discussions well to avert potentially unacceptable behaviour. When children are unkind to each other, the childminder discusses why this has happened and encourages them to make apologies and make friends. Consequently, children are learning important skills for later life and overall play harmoniously with their friends and siblings. Children show they are learning about the needs of their bodies as they use the toilet when needed. They understand the importance of good hygiene and healthy eating and excitedly explain how they grow fruit in the garden which they eat for their meals. Children benefit from a balanced diet and organically grown foods. The childminder takes children to the local park each day, ensuring they receive fresh air and exercise. Children develop good social skills as they interact with their friends at the childminder's home and at the carer and toddler groups during the week.

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	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

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

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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