

Inspection report for early years provision

Unique reference number	EY307561
Inspection date	19/01/2011
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.

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 2005. She lives with her husband and one adult child a village near to Huntingdon, Cambridgeshire. The whole of the childminder's house is registered for childminding purposes. Children have access to a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time. Of these, no more than three may be in the early years age range. She is currently minding four children in this age group who attend on a full and part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Older children attend and share the same facilities as the younger age group.

The childminder drives and walks to the local school and attends the local groups. The family has a dog, a cat and two tanks of fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder confidently introduces children to a range of experiences and worthwhile activities which supports their good progress towards the early learning goals. The inclusive environment ensures children are comfortable, settled and have their needs identified and met effectively. Good safety measures minimise risks and promote children's welfare. Established partnerships with parents, carers and others involved in children's lives provide a positive and well balanced experience for the children. The childminder demonstrates a clear capacity to develop her service further and mostly uses reflective practice and self-evaluation effectively to promote outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the evaluation of practice so that highlighted areas for development can be effectively targeted to improve outcomes for children
- develop further the systems used for observing children's achievements, identifying their next steps and use these to inform the planning for children so that it is clear how children are making progress in all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder clearly understands the indicators of abuse and the procedures for reporting any concerns that may arise. The comprehensive child protection policy supports the childminder with her

practice. The environment is assessed for potential risks on a daily basis and action taken immediately as required to ensure children's safety. Ongoing risk assessments are recorded. The childminder ensures that fire alarms are tested and evacuations are practised so she is confident to deal with any emergency situations

The childminder is well organised and all documentation is up-to-date and accessible to support children's care. For example, accident and medication records and parental consents are all carefully filed in case they are required. The childminder has attended additional training courses so that her practice keeps up-to-date with current thinking. Resources are wide ranging and easily accessible for children so their independence can be fostered. She is clear about her desire to strive for better outcomes for children. The childminder evaluates her practice, gathering this information from a variety of sources. For example, by obtaining parental feedback and by recently completing a more formal evaluation procedure. This has been useful in identifying her strengths and areas for development. The childminder is pro-active in addressing key areas for improvement, but has not yet gone on to develop a systematic process to continue to secure positive outcomes for children.

The childminder is experienced at offering support to children who may have special educational needs and/or disabilities. She effectively works with parents, carers and any outside agencies that may be involved in the children's lives. Positive partnership working with other providers of care and education who are involved with children ensure children receive a well-balanced and well-rounded day. Good systems are in place to gather and share information with parents to ensure that children's individual needs are identified and met effectively. Feedback received from parents confirms that they are very pleased with the standard of care and education their children receive.

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

Children from a young age explore their environment with confidence and make decisions about their play. They settle into the daily routines and happily eat their breakfast explaining what they like to eat. Healthy meals are provided in line with parental wishes, allowing children to develop an understanding of healthy eating. They learn to wash their hands at appropriate times and enjoy the many opportunities for fresh air and exercise. This contributes to them developing an understanding about leading healthy lifestyles as they grow. Children demonstrate good manners and play cooperatively together. They learn about taking turns, to share and to begin to take responsibility for themselves as they are encouraged to tidy away the toys.

The childminder implements a variety of observation and assessment strategies and children are clearly making good progress in their learning. She also plans activities that are based on children's interests. However, although these systems are established, they do not clearly identify how the observations of children's achievements feed into the planning based on their next steps of learning. This

makes it difficult to effectively track the progress across the six areas of learning.

Children develop skills for the future as they learn to socialise with other children at a range of toddler and support groups the childminder takes them to throughout the week. They go to 'soft play' and local parks where they play on the large play equipment. They make marks using a range of media and begin to understand that these marks carry meaning. Children enjoy looking at books or having stories read to them to foster their pre-reading skills. Children's language is well supported. The childminder clearly repeats children's language to encourage the correct formation of words as children acquire their language skills. For example, a young child sees the dog and the childminder repeats back to him his attempt of saying 'dog' so that the child hears the correct pronunciation. Children access resources to introduce them to technology which build the skills required for future learning as they progress onto school.

Children develop an understanding of difference and their place in society as they play with their peers, access a range of resources which support this understanding and explore in the local community. Children have many opportunities to be creative as they make up games. For example, when playing with the toy animals, detailed explanations are provided by the child as to why the horse needs a cloak to wear and why this needs to cover his head. Children immerse themselves in their play and this is supported by the childminder as appropriate, for example, when sorting out these animals into sets and seeing how many legs the different animals have.

Children learn about keeping themselves safe through the childminder's effective practices. They engage in emergency evacuation practises, learn about road safety when out and about and further consolidate their learning through discussion and books. This helps children to develop skills for the future and contributes to them feeling safe and secure in the setting.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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