

## Inspection report for early years provision

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<b>Unique reference number</b>	256908
<b>Inspection date</b>	17/01/2011
<b>Inspector</b>	K.A. Bryan
<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.

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## **Description of the childminding**

The childminder was registered in 1993. She lives with her husband and adult child in a village on the outskirts of Peterborough. The whole of the ground floor and upstairs bedroom and bathroom is used for childminding and children have access to a large part of the garden.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently four children on roll, of whom two are in the early years age range. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder has a good awareness of providing activities which interest children. She has developed positive relationships with parents which means she can respond quickly to children's individual needs. However, systems to work with others delivering the Early Years Foundation Stage to children are not as developed. Generally, all children make good progress in their learning and development and children can make choices from a good range of resources. All required policies and procedures are in place and the childminder understands how to use self-evaluation well to develop her service to children. All recommendations made at the last inspection have been implemented.

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

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

- strengthen the links between children's starting points and the six areas of learning to effectively monitor their progress
- ensure that systems are in place to work with other practitioners who deliver the Early Years Foundation Stage to children.

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

The childminder is clear about her responsibility to safeguard children and a policy is in place which is shared with parents. This states that her first duty is to ensure the wellbeing and safety of children in her care. Clear procedures are in place to report any concerns to the appropriate authorities and the childminder regularly attends updated training in this area. All adults at the home have been checked and children are never left with people who have not been cleared. This ensures children's safety is well maintained.

The childminder has a good range of measures in place to keep children safe which include socket covers and a stair gate to the kitchen. The childminder also ensures she is always in the garden and kitchen with children so their safety is well promoted. The childminder helps children to understand about maintaining their own safety well as she explains about hazards in the home. She also ensures they know how to keep safe on walks as they never go out of her sight and understand about road safety. A detailed risk assessment underpins practice and this includes daily equipment checks to ensure resources are safe for children to use. This also covers trips out so children's safety is always maximised.

Parents receive a good range of information from the childminder. This includes a good range of policies and procedures which are worked through with them so they understand how their children will be cared for. The childminder also ensures she is available at all times to talk to parents and a daily diary is completed for younger children. The childminder ensures parents have regular access to their children's 'Learning Journeys' so they have a good awareness of their children's progress in the Early Years Foundation Stage. However, systems to work with other practitioners who deliver the Early Years Foundation Stage to children are not developed sufficiently to ensure children receive a consistent service.

The childminder makes good use of her home to provide children with the freedom to explore their surroundings. For example, the lounge area has a lot of interesting resources which are easily accessible to children. The playroom also has a small table and chairs so children can work at their own height in safety.

The childminder has completed training which includes first aid and an 'Introduction to Childminding Practice' course. She has also undertaken further courses which include, a craft workshop, 'Fun and Games around the World'; 'Fire Training'; 'Achieving Positive Emotional and Physical Wellbeing' and 'Autism and Aspergers Syndrome', which demonstrates her good commitment to developing her service to children. She also has a diploma in Pre-school practice. The childminder uses self-evaluation well to identify areas for continuous improvement, such as extending her knowledge and equipment to help children develop.

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

The childminder has a good understanding of the Early Years Foundation Stage. Each child has a 'Learning Journey', which is shared with parents, and this contains photos and observations of children enjoying a wide range of activities. Observations show that each area of learning has been covered and the next steps in children's learning are identified. However, starting points are not linked to the six areas of learning so children's progress is not monitored as effectively as possible.

The childminder is beginning to make children aware of the natural world as they grow flowers and collect conkers on walks. They also look at the lifecycle of frogs so they can see changes and learn about the seasons well. Children recycle

household items, such as plastic milk bottles, and fill these with rice and pasta. Children enjoy the noise these make when they are shaken and this also helps them to listen to a range of sounds. They also touch materials, such as fur, which helps them to use their senses well. Children also enjoy looking at books and select their favourites for the childminder to read to them. The childminder uses these opportunities well to encourage children to think about what they are seeing. For example, as they look at train engines, this also promotes their shape recognition and counting skills well.

Children enjoy mark-making and their work is displayed on a wall which helps to promote their self-esteem well. Warm relations are in place between the childminder and the children with lots of communication taking place. The children have a wide vocabulary and use this effectively to develop their sense of self. For example, a child told the childminder that he had 'an idea' and she was happy to listen to this and discuss it with him.

The childminder helps children to develop a good awareness of the wider world as she acknowledges a range of festivals. They also enjoy walks to the park and the post office which helps them to understand their place in the local community. Children with English as an additional language are also well supported as the childminder uses key words to make them feel welcome in her home.

Children behave well and happily play alongside each other. They respond well as the childminder uses age appropriate strategies to help them to understand what is expected of them. This includes simple rules such as sharing. Children's positive behaviour is rewarded with lots of praise and stickers which increases their self-esteem well.

Children learn about being healthy because the childminder explains to them about germs and how to prevent these from spreading. Liquid soap, flannels and a clean towel daily are also used to prevent cross-contamination well. Children bring packed lunches and the childminder provides suitable snacks and drinks such as fruit and water. She also talks to them about eating healthily during activities such as baking so children gain a satisfactory understanding of healthy food.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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