

Inspection report for early years provision

Unique reference number	222258
Inspection date	03/02/2011
Inspector	Lynne Talbot
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 1985. She lives with her husband in Huntingdon, Cambridgeshire. The playroom on the first floor, hallway, bathroom, spare bedroom and areas of the ground floor are used for childminding. There is a fully enclosed garden for outside play. The premises are set on different levels with stairs to negotiate.

The childminder is able to provide care on each weekday during term time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending part time, two are within the early years age range. The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised by the childminder who has a very good understanding of their needs and interests. She creates a sharing partnership with parents and carers, and is developing those relationships with other settings that provide care for children within the early years age range. The childminder takes proactive steps to promote children's health and welfare through established daily routines, minimising risks and a robust safeguarding awareness. The childminder adopts a positive attitude towards continued development and implements suitable plans aimed at improving areas for development.

What steps need to be taken to improve provision further?

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

- ensure that there is a balance of adult-led and freely-chosen or child-initiated activities delivered through indoor and outdoor play; this refers to ensuring that information is obtained to enable children's starting points to be fully understood and using the observations made during sessions to track progression, identifying how the next steps fully feed into the planning
- extend the record and details of fire evacuation drills; this refers to details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Children's welfare is well promoted because the childminder has a good understanding of the Early Years Foundation Stage. She has a very clear grasp of

her roles and responsibilities relating to safeguarding and holds all required information. The childminder ensures that all persons required undertake the appropriate checks to safeguard children. Thorough risk assessments for the home and all outings are undertaken. Precautionary measures that support safety include the testing of smoke detectors and carbon monoxide detectors every month with a clear record maintained. Children are encouraged to learn about personal safety and receive consistent reminders about taking care of themselves. They complete fire evacuation drills every month and fully understand the varying exit routes, including the use of the fire escape ladder which is kept for evacuating the first floor playroom. However, the record of fire evacuation drills does not show any problems encountered or how they were resolved, or those drills completed when new children are present. This means that any review may fail to take into account any changes needed. Procedures for illness and medication are detailed and meet the requirements of the statutory framework fully.

The childminder offers an inclusive service to children in her care and ensures that she works with parents to understand each child as an individual. She is aware of each child's learning style and uses this when organising their day thereby ensuring that every child achieves. This is shown when discussing the way that care adapts to children with specific needs or programmes which are followed. A key strength for the childminder is her approach towards inclusion for every child and how she fosters their awareness of the wider society in which they live. Children share their cultures and languages with each other. For example, the childminder builds folders showing key words and phrases in languages such as Polish to support young children developing both their home language and English. This includes words, pictures and pronunciation covering many areas. Books, objects from other countries and project works are completed to explore countries such as Egypt, the West Indies, Granada, Africa and Spain. Children are encouraged to understand the value of every child when they address issues such as bullying. This helps them to learn to value all others around them. The relationship with parents is good and is enhanced by settling in procedures supported by ongoing links through daily contact books for babies and by regular contact by telephone and text messaging. Parents value the childminder highly. They comment that she is 'organised, efficient, extremely reliable and has an excellent rapport with people of all ages' and that the 'service provided is a very high standard'. They also note that children are 'not only cared for but motivated and encouraged to learn'. However, parental input is yet to be fully developed within the initial learning programmes for children. This means that the planned learning cannot build on what children already know or continue in their own home. The childminder has a positive attitude towards working with other settings that provide care for children in the early years stage. She forms links with early play settings and endeavours to develop partnerships to ensure consistency in the approaches towards learning for children.

The childminder shows an awareness of development and seeks feedback from parents and older children through questionnaires to ensure that her care is having a positive impact on outcomes for children. She has completed training since the last inspection including advanced child protection, special educational needs, letters and sounds and European customs and cultures. She demonstrates a commitment to continued development. Self-evaluation processes bring about

development and are the basis for action plans and there is clear indication that actions result in improved outcomes for children. The home is extremely welcoming and resources are fully accessible to enable children to self-initiate learning. This means that children are consequently making rapid progress overall in their development.

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

Children are very content and enjoy their time spent with the childminder. They make rapid progress overall because the childminder follows children's interests and supports their needs well. She observes children as they play, sharing this with parents in daily journals and meeting with them regularly, and is compiling journals to support children's learning. However, the observations are recorded with areas of learning identified but are not used to track development, identify or use next steps for all children to feed the planned personalised learning, or include input from parents. This means that potential learning opportunities may fail to be maximised to progress children towards the early learning goals. Children are actively involved in their learning. They play confidently, seeking and choosing from accessible materials. For example, they show great interest in music. They enjoy action rhymes with the childminder, seek out musical toys and are learning how to operate them to play the 'alphabet song' and they make sounds as they dance to the rhyme. Through repetition and singing, young children develop early literacy, exploring letters and sounds. The childminder makes sure that all children can explore early technology. They independently access and operate early laptops using the buttons to make sounds that they recognise such as dogs barking, police sirens and ringing telephones. Young children enjoy mark making using the creative materials set up for them at their child-sized table.

Children show very good levels of concentration as they persist with tasks. For example, they use role play and small world figures. The childminder is skilled at extending children's language as she speaks with very young children consistently describing how they are positioning the figures and what they are doing. Children explore spinning tops, discovering how they operate and concentrate as they explore a playhouse with catches to open and close making a teddy appear. Children are clearly developing the persistence and concentration necessary for them to achieve and practice new skills. Children enjoy books and stories, choosing and sharing them with the childminder or by themselves. They follow basic text and are extremely animated as the childminder uses finger puppets linked to the book to extend their interest. Children have ample opportunities to view text using the many posters displayed in the play area. The delightful playroom is equipped with an abundance of displays and has a vast selection of quality play materials. Each box is labelled in both text and picture helping both younger children and those with English as an additional language to choose resources. Children enjoy celebrations such as Chinese New Year. They make laminated pictures of related pictures, create large displays, enjoy related foods and engage in many craft activities to extend their interest. This helps them to appreciate each other's cultures and backgrounds.

Children have ample opportunities to participate at social groups in the local community. They visit social and activity groups which foster their links with others, supporting social development. They are enabled to develop an awareness of personal safety as they follow safe road crossing procedures when in the community. They wear orange reflective waistcoats to begin understanding the need to be visible when close to roads. Children behave extremely well and are helped to understand being kind to each other. The childminder arranges outings to pursue children's interests. For example, they visit museums in London to follow up on their interest in space exploration and the planets. They engage in the active hands-on exhibitions and follow through with many exciting activities in the home using role play, crafts and carrying out further research. Children have many opportunities to explore tactile experiences when they explore heuristic play with bags equipped with different objects to explore. They use cornstarch, foam, sawdust or jelly to compare textures, weigh and measure and extend language. These activities give children the chance to experiment spontaneously with a wide range of non-commercial objects. Children are given many opportunities to develop physical health. They take part in planting and observe the growth of vegetables, such as potatoes or bulbs. Children know that they need to wash their hands before eating. They use wipes or antibacterial gel, or when in the home, observe the posters displayed in the bathroom as reminders. They are clearly developing an understanding of health and hygiene. They take part in nature walks, scavenger hunts and bark rubbing. Children sort and deliver items for recycling including containers used for lunch and old clothing. Children also discuss composting and how to be water and energy efficient. They are clearly learning the importance of caring for the environment and playing their part in society. The daily routines and the support provided by the childminder all encourage children's self-esteem and sense of achievement. Children are clearly helped to develop the habits and attitudes that will help them to develop skills for the future and to make excellent progress overall in their development.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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