

## Inspection report for early years provision

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<b>Inspection date</b>	03/02/2011
<b>Inspector</b>	Lindsay Dobson
<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*.

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## Description of the childminding

The childminder was registered in 1989. She lives with her husband, who is a registered assistant, in a suburb of Peterborough. The whole of the house is available for childminding but children are mainly cared for on the ground floor with sleeping arrangements on the first floor. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children in the early years age range and there are currently five children on roll. The childminder receives educational funding for children of eligible age and cares for children on a full and part-time basis. The childminder uses the local shops, library and children's centre.

The childminder is a member of the National Childminding Association. She has achieved a level 3 Diploma in Home based Childcare and is an accredited member of the Peterborough-Caverstede Children Come First Childminder Network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises each child's individuality and effectively promotes inclusive practice so that children feel secure and valued. She has established good working relationships with parents and this ensures children's individual needs are well-met. The childminder deploys her resources exceptionally well and provides a very broad range of stimulating learning opportunities for each child, which enables them to make good progress in their learning and development. The childminder has a strong capacity to maintain continuous improvement and is committed to improving her service for children and families. Most of the required documentation is in place to promote and safeguard children's welfare, although risk assessments lack required detail.

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

To meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment identifying all aspects of the environment that need to be checked on a regular basis, maintain a record of these particular aspects including when they have been checked and by whom and review at least once a year or more frequently where the need arises. (Suitable premises, environment and equipment)
- 17/02/2011

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

- update the record of risk assessment to include any assessments of risk for all outings and trips.

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

Thorough safeguarding policies and procedures are in place to ensure that children are protected. The childminder has a good understanding of her role in safeguarding children and has good supporting documents to ensure her knowledge is up-to-date. She has also attended safeguarding training to further enhance her awareness and understanding. The childminder is well-organised; clear documentation and good record keeping in most areas promote the safety and welfare of the children and underpins the good quality care offered. The childminder completes many safety checks on the home and garden each day. She keeps detailed records of these checks; however, they do not contain the information required by the Early Years Foundation Stage and are therefore a breach of regulations. The childminder also maintains risk assessments of some of the outings she undertakes with the children. However, the risk assessment records have not been updated to ensure all individual outings are recorded.

The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure to be left in her care. She has very good relationships with parents and gathers clear information from them so that she knows about children's individual needs and can provide a consistency of care. Positive feedback demonstrates parents high regard for the childminder and the service she offers. Written policies and procedures are shared with parents so that they know about the childminding provision. Daily diaries support the childminder's informative, daily discussions with the parents, therefore ensuring the two way flow of information is effective. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage. For example, she implements written sheets to ensure successful transition for children into other settings.

The childminder's home is well organised and children are able to choose from a wide selection of resources, helping them to develop choice and independence. The childminder knows the children very well and plans for their individual interests and needs. She ensures that there is a good balance of child-initiated play which she actively supports and adult-led activities which she plans in advance, such as outings and baking activities. The childminder demonstrates a positive approach towards equality and diversity. A good range of resources are accessible and include those promoting positive images of diversity and disability, such as resources are extended through visits to the local toy library. Children are developing positive self-esteem and a confidence in their own abilities due to the continual support and encouragement of the childminder and her assistant. The childminder continues to develop her skills and knowledge to promote better outcomes for children. This is demonstrated in her commitment to attending relevant training and a recent accreditation onto the local childminding network. She demonstrates a positive approach to making improvements and has

successfully addressed the recommendations raised at her previous inspection. The childminder is continually reflecting on her practice, demonstrating an ability to evaluate her own strengths and areas for development. She has effectively completed the Ofsted self-evaluation form to ensure she promotes continuous improvement.

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

The childminder has an excellent understanding of children's individual abilities and interests. Children enjoy the activities with the childminder and her assistant and they take part in a very wide range of play opportunities that help them to learn and develop. Planning is in place and flexible so that it can be adapted to focus on and extend children's interests. The childminder records each child's development through written observations in their own record of achievement. Observations are supported by photographs of the children engaging in activities, these are linked to the areas of learning and children's next steps are identified to enable the childminder to promote their future development. Children are happy and confident in the childminder's homely setting and have developed very close relationships with her. Their capacity to achieve within the setting is excellent and they enjoy the varied range of activities and resources available to them, particularly in the designated play room. The childminder is on hand to support and extend children's learning, for example, she asks them questions and introduces new vocabulary. Children move around the childminder's home freely and safely as all areas they access are child friendly, with space to develop their independence in a secure environment. A flexible range of activities are provided, which include art and craft, messy play, construction and educational toys and games, developing their skills for the future. The children enjoy cooking and baking on a regular basis, for example, making cakes. They share the experience of weighing, measuring and mixing the ingredients, under the childminder's close supervision.

The childminder actively promotes children's early communication and language development. She talks to the children about what they do at home, asking them questions to help them use their memory and develop their skills of recall. The childminder and her assistant spend time reading to the children from a very good range of freely accessible books. Children enjoy sitting closely together as they concentrate and listen to the stories. They have fun as they act out the stories familiar to them and the childminder furthers this enjoyment by using story sacks enabling the children to use the available props. A particular favourite is about the 'five current buns'. Children select their toys from clearly labelled storage boxes which enable them to understand that print carries meaning. Children's understanding of early mathematical terms and problem solving are promoted in every day play opportunities. For example, children build towers, work out how to fit together road and rail tracks and complete challenging jigsaw puzzles. Children enjoy sorting objects into colours, shapes and sizes and use appropriate terminology as they talk about the lengths of cubes being longer than others and the same size as they carefully measure them.

Children's physical and gross motor skills are actively promoted each day. Children enjoy play in the childminder's fully secure garden with a varied range of equipment including wheeled toys. They go to local parks where they practise their climbing and balancing skills. They enjoy visiting country parks where they have opportunities to feed the ducks and see the wild animals, learning about their lifestyles. Children develop a good understanding of their local community as they attend a wide range of groups including the local children's centre. Their social skills are enhanced through accessing these groups and through the interactions they have with other registered childminders and their minded children.

The childminder effectively reduces the spread of infection through helping children to follow simple hand washing procedures and by maintaining a clean and hygienic environment. Children benefit from the childminder's good understanding of healthy eating, receiving a variety of nutritious meals and healthy snacks and a supply of fresh drinks to meet their needs. The childminder has further promoted children's understanding of healthy foods by providing them with opportunities to plant and grow their own vegetables which they carefully harvest, cook and enjoy eating. The childminder demonstrates consistent behaviour management strategies, which are shared with parents. The childminder ensures children receive lots of positive praise for their achievements and she encourages them to behave, respect each other and use good manners. Children's awareness of keeping themselves safe is continually promoted by the childminder as they learn to evacuate the home in an emergency and learn about road safety when on outings.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	1
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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