

Inspection report for early years provision

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Inspection date	02/02/2011
Inspector	Shirley Peart
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 1990. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Walton area of Peterborough with her partner and adult son. The home is situated in a residential area close to the local nursery and school. The ground floor of the home, which includes a bathroom, is used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered to take a maximum of six children. There are currently four children attending who are within the Early Years Foundation Stage (EYFS) age group. The childminder also offers care to six children aged over five years who all attend on a part-time basis. There is a pet dog and fish tank on the premises.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well cared for by a competent, experienced childminder who meets their all round individual needs successfully. She recognises and values each child's uniqueness and uses the Early Years Foundation Stage very well in practice so that they make very good progress. Resources generally support children's all round knowledge, understanding and enjoyment and their welfare is very well promoted. She works extremely well with parents and other professionals to ensure that children's personal, social and emotional development is supported fully. She has clear plans for improvement and has begun to use self-evaluation to help her establish what she would like to improve to benefit the children.

What steps need to be taken to improve provision further?

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

- provide more resources, toys or books that encourage children's curiosity to help them learn about disability and diversity in a planned way
- ensure that the younger children have easy access to books.

The effectiveness of leadership and management of the early years provision

All adults in the household have been vetted so that they are suitable to be around children. The childminder has recently attended safeguarding training which has helped her to develop her knowledge and understanding further about child protection issues and what to do if she has concerns about a child. She has very good risk assessments in place and she uses child safety equipment well to ensure that children are protected from hazards. The children love the family pet dog, which is also trained as a Pets As Therapy (PAT) dog and the childminder ensures

that children only have access to the dog under supervision. At other times identified space is available to house the pet away from children. The childminder has been registered for 20 years, however, she is not complacent and has identified clear plans for the future to benefit the children's care, learning and enjoyment. However, although she has made good attempts to use the Ofsted self-evaluation form to reflect on practice, at present she does not find this a useful tool to help her identify her strengths and areas that she needs to improve. She has addressed the one recommendation from the last inspection very well, which has contributed to the children's welfare regarding medication administration.

The childminder shares her written equal opportunities policy with parents so that they are clear about her role. She teaches children how to say 'bye bye' in different languages and they celebrate various festivals such as Easter and Chinese New Year which gives children a suitable awareness of different cultures. She is a very good role model and would challenge any derogatory remarks from adults or children and explains differences as they arise in conversation with children. However, she does not currently have many resources, toys or books that stimulate children's curiosity to help them learn about disability and diversity in a more planned way to help her promote positive attitudes further. The children have easy access to a very good range of toys and resources which are age appropriate, bright, clean and interesting for the children, although children's books are stored behind the sofa and not easily available to younger children who cannot yet help themselves. The childminder also uses safe, natural items for the younger children, under supervision, so that their curiosity and senses are very well stimulated. She involves the pre-school and older children in recycling activities and they take note and sometimes collect natural objects from the local environment to use in creative activities. This enables them to develop an interest in the natural world and gain an understanding of how to respect and save the planet's resources.

She is a longstanding, dedicated childminder who has cared for a number of children since babyhood to their teenage years. She clearly has the children's and family's interest at heart as she is fully involved in their lives and supports them extremely well through effective activities when they go through difficult periods. She exchanges information verbally and via her written daily diaries so that they are very well informed. The childminder welcomes other professionals into her home to benefit the children's care and wellbeing. She works highly effectively with other providers who deliver the Early Years Foundation Stage when children attend two settings and takes an exceptional interest in what they do and follows through activities very well.

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

The childminder provides a very good mix of adult-led and child-initiated activities. Therefore, children engage in games and activities that cover all the areas of learning very well. For example, she provides a tunnel and ball pit for the younger children to develop their physical skills, floor play such as pop-up toys and activity

centres that encourage their curiosity to see how things work, and they occasionally attend groups such as 'Babbling Baby' sessions to help develop their language skills. The childminder follows through plans which are usually led by the children's interests, for example, as they regularly walk to nursery and school they watched the progress of a pumpkin growing at a local allotment. This then initiated ideas and keen involvement by the children to develop a growing area and vegetable patch in her garden, so that they could grow their own ready for Halloween. Children's record of achievement files are very good and provide lovely information for the parents to see what their children enjoy and the progress they make throughout the six areas of learning. The childminder clearly puts a lot of effort into her recording.

Babies are extremely happy and settled with her. They are very sociable and leave their parents easily as they are very keen to see what is going on around them. They receive lots of natural, warm interaction, such as cuddles and kisses from the childminder, and she recognises their individual needs extremely well, for example, giving them their favourite blanket and dummy when they are restless or tired. This ensures that children gain a very good sense of belonging and feel secure and safe in her care. They love attention, watch faces, listen to voices and make noises during social interaction. They are highly animated as they bang the drum successfully and enjoy repetitive games such as dropping an item and watching the adult pick it up. They persevere with simple tasks, such as pressing the ball down the activity centre which helps to develop their physical skills and hand eye coordination as well as having fun.

Children have easy access to the outdoor area usually during the spring and summer months and they enjoy playing in the snow in the winter. They regularly walk to school and nursery so that they get plenty of fresh air and exercise. Children play a 'healthy eating' game on the computer which effectively helps them to understand the importance of following a healthy diet and the effects this has on their bodies and wellbeing. The childminder talks to children about safety practices and continually thinks of ways to develop their understanding further in fun, planned ways; for example, by exploring if a fire fighter will come to visit them. Children are also made well aware of what to do in emergencies as they are given clear instructions and regularly practice fire drills.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	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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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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