

## Inspection report for early years provision

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<b>Unique reference number</b>	257124
<b>Inspection date</b>	03/02/2011
<b>Inspector</b>	Sue Birkenhead
<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 1989. She lives with her partner in the Bretton area of Peterborough, close to local facilities, schools and transport links. The whole of the ground floor and the spare bedroom used for sleeping children on the first are used for childminding purposes. There is a secure garden available for outdoor play. Family pets include cat.

This provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The childminder is registered to care for a maximum of six children under the age of eight years at any one time. She is currently minding four children, three of whom are within the early years age group, on a part-time basis.

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

Overall the quality of the provision is good.

Children are cared for within a welcoming and inclusive environment where their welfare needs are successfully met, consequently they are happy, secure and settle well. The childminder develops a good understanding of the learning and development requirements, which mean children, make positive progress towards the early learning goals. Appropriate relationships develop with parents and the childminder has established good links with other settings children attend. She has a positive outlook regarding the improvement of her practices and outcomes for children. She recognises the importance of self-evaluation although this is in the early stages of development.

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

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

- extend the use of observations to assess the progress children make and plan appropriate play and learning experiences based on their individual interests and needs, linking them to all areas of learning
- extend the formal systems for self-evaluation to assess what the setting offers, the impact on the children as well as an evaluation of the areas for continuous development taking into account parents views.

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

The childminder demonstrates a positive commitment to safeguarding children. She clearly understands the signs of abuse and procedures for reporting concerns as a result of the training she attends. The childminder is vigilant in her approach to children's safety. She makes them aware of the consequences of their actions,

uses the necessary safety equipment to effectively organise the setting. The comprehensive risk assessment and the daily visual checks outline how risks to children are effectively minimised. The childminder's well organised approach to maintaining records ensures the needs of the children are met.

The childminder's healthy attitude to the continuous development of her service means that practices have improved since her last inspection. For example, the previous recommendations raised have been addressed and as a result, better outcomes for safeguarding children have been implemented. Other contributing factors include her positive commitment to training, the development of her written policies and the support and guidance she receives locally. However, systems for self-evaluation are in the early stages. Although they outline the strengths of the setting reference to areas for future development are limited and parents views are not obtained.

Appropriate systems for exchanging information with parents are in place. Information regarding their children's welfare including their likes and dislikes are documented well, which contain reference to some developmental starting points. The sharing of the 'parent information pack', which contain the many written policies including safeguarding and complaints make parents aware of the childminder's effective practice. The good level of parental consent regarding specific care and activities ensures parent's wishes are respected. In addition, the daily diary accessible to them outlines the children's day. The verbal exchange of information regarding the children's developmental progress enables parents to become suitably involved in their learning and development. Children currently attend the local pre-school setting with whom the childminder has established effective links to ensure a complementary approach to the delivery of the Early Years Foundation Stage.

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

Children are happy to leave their parent; develop their confidence to move between the areas accessible to them as well as develop positive relationships with the childminder. The suitable deployment of resources contributes to the welcoming environment enabling children to make choices in their play. As a result, they become active in their learning and suggest alternatives to their play. The childminder effectively interacts during play where she supports and guides children to challenge and extend their learning. Many opportunities encourage the positive development of children's communication and language skills. They regularly respond to the childminder's effective communication and enter into discussion. Planning of activities is approached informally and supports a balance of adult led and child initiated opportunities. The children's basic, individual observation books provide an account of the positive progress they make. The childminder clearly knows the children's next steps and uses the practice guidance document to support her assessment of their progress. However, the monthly entries are not linked to the areas of learning to ensure all areas are covered in sufficient depth over a specific period of time.

The children take part in many worthwhile learning experiences, which contribute to the development of their future skills. They attend the childminder drop in group where they can interact with others to support the development of their social skills. Children begin to develop their interest in books, which are easily accessible and enjoy sharing a book with the childminder. Consequently this supports the development of their language and literacy skills. Children begin to give meaning to the marks they make. For example, they refer to the nose and mouth on the face they attempt to draw on the chalk board. Opportunities for children to learn about people's differences include accessing play materials which promote positive images of diversity. In addition they celebrate festivals during the year, for example they make models of a dragon from discarded household boxes in recognition of Chinese New Year. Children's understanding of number is explored in every day experiences, such as, play as well as during their walk to and from school. They count the number of cows they position on the farm to four and young children begin to count independently and learn to recognise three comes after two. They develop their matching skills when completing puzzles of varying ability. Many activities contribute to the development of the children's physical skills and healthy lifestyle. They walk to and from school daily and enjoy dancing to music they play and access apparatus in the garden and at the park. They are introduced to basic technology through the interactive toys during play and also access the computer with the childminder's assistance. Children explore their creativity through a variety of experiences which include dressing up as animals, such as a monkey and showing care and concern for the dolls they speak to sensitively.

Children receive a healthy, balanced diet, which incorporates varied fresh fruits. They have access to individual beakers for drinks to ensure they remain refreshed and hydrated. The childminder makes children aware of the hazards and consequences of their actions during play to ensure they stay safe. Young children indicate they feel safe as they turn to the childminder for comfort when upset and are happy to leave her side to explore the environment. Children learn about acceptable behaviour through the appropriate methods the childminder uses. For example, their achievements are recognised through regular. As a result, they play alongside others cooperatively, learn to share resources and develop their self-esteem and confidence. The daily routine helps children to develop a good understanding of personal health and hygiene. For example, they enjoy washing their hands independently after using the chalks and before meals.

## 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	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### 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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