

## Inspection report for early years provision

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<b>Unique reference number</b>	222527
<b>Inspection date</b>	11/02/2011
<b>Inspector</b>	Denise Smith
<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 1994. She lives with her husband, a 13 year old and an adult son in Huntingdon, Cambridgeshire. The whole of the downstairs of the childminder's house is used for childminding purposes together with the upstairs bathroom. Children have access to a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight at any one time, of these no more than three may be in the early years age range. She is currently minding two children in this age group, who attend on a full and part-time basis. Additionally, She cares for three children in the older age group.

The childminder drives and walks to the local school and attends the local groups. The family has two dogs and three cats.

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

Overall the quality of the provision is good.

The childminder has a successful and natural rapport with children and provides a wide range of activities which cover all areas of learning. This enables children to make good progress in their learning and development. Children's individuality and interests are respected and nurtured by the childminder which ensures they are valued and fully included. The childminder has effective procedures to work with parents and other providers. The good procedures in place to evaluate the care and education provided for the children play a significant part in the childminder's ability to continually develop her practice.

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

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

- develop further the systems to capture the contributions from parents in the assessment and planning process so they clearly link into the planning process.

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

Children are fully safeguarded as the childminder has a very good understanding of her role and responsibilities for ensuring children are protected. For example, she has completed training in this key area and all adults are effectively vetted to ensure that they are suitable to be in contact with the children. She is aware of her

duty to record and report any concerns and to share her written child protection policy with parents on admission to the setting. A wide range of safety precautions are in place within her home. Daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised indoors, outdoors and for all outings. All documentation required to promote the safe and efficient management of the setting is in place and supports her practice.

Children access good quality toys and resources that support their learning and development. Their play opportunities are maximised through the effective organisation of space, time and resources. For example, children are involved in evaluating the toys and resources, helping to decide how they are rotated. This ensures they remain engaged and interested and provides children with a sense of ownership. Children become actively involved in developing an understanding of the local community as they go out for walks and local trips. Children's individual needs and interests are at the heart of the childminder's planning ensuring the care is tailored to the differing needs of the children present. For example, a child who did not enjoy shopping now thoroughly enjoys this as part of a regular routine. Children's enthusiasm and self-esteem grow as they are praised and rewarded with smiles and hugs to which the children respond with a natural sense of security. Systems for self-evaluation are effective with the childminder being able to identify her strengths and weaknesses well. She is passionate about the children in her care and gains feedback from parents, the children and from her local authority advisor to ensure her practice is ever evolving to meet the needs of the children being cared for at any given time. The childminder meets with other childminders and attends training to ensure she remains up-to-date with current thinking.

The childminder demonstrates a genuine commitment to inclusion. She works closely with parents from the start to ensure that she is aware of and able to support children's individual needs. Parents are invited for introductory meetings, where the childminder shares all relevant policies and procedures with them and discusses her practice. Consequently, they are well-informed about the service she provides. The daily exchange of information, both verbally and through indepth daily diaries ensure that children's changing needs are met well. Parents are kept up-to-date with their child's progress as the childminder shares individual learning folders with the parents regularly. They are invited to stay late once a month to review their children's folders and plan for their next steps. This information is recorded, however, it is not clear how this feeds into the planning process. Parents comment very positively on the service provided by the childminder. The childminder understands the importance of working in partnership with others. She has established effective systems for sharing information with other early years providers to ensure continuity of care and education for children and is highly effective in her partnership working with outside agencies. Overall, these positive systems ensure that children make good progress and their welfare needs are consistently met.

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

The childminder is experienced in caring for children and is able to use this knowledge to ensure children in her care are settled and comfortable. Children develop good manners and high self-esteem because the childminder offers clear praise when children achieve and she makes the children feel special and very welcome in her home. As a result, children are at ease in the setting and behave well. The childminder plans key activities for the children regularly based on her very effective observations and their planned next steps. She is also skilled at following their interests. The childminder observes the children at play and uses this information to effectively ensure activities planned for them meet their needs and address their next steps of learning. The system in place enables the childminder to monitor children's progress and to ensure that children experience a broad and balanced curriculum. These flexible plans ensure that children receive a balance of adult and child-led activities delivered through indoor and outdoor play.

Children readily explore the range of toys that excite and interest them. They are fascinated with the range of books and seek out particular familiar stories for the childminder to read to them. For example, having played a game with the trains pretending to put them to bed the child says 'shush', this prompts a search amongst the books for a particular story. The childminder, being in tune with the child says 'you want the baby shush book, the one where the teddy is asleep?' They find the book and the child snuggles on her lap for the story. Children practise their pre-writing skills in a variety of ways as they make marks on paper with resources which they readily help themselves to. Children build with bricks and assemble the train track which supports their understanding of mathematical concepts, such as, size and shape. These activities support children's future economic well-being by equipping them with skills needed as they progress with their education.

Children take part in a range of creative activities. For example, they are encouraged to play in the sand, plant in the soil and express themselves with paint. They enjoy a range of activities which support their imagination as they role play with a favourite toy train or with the dolls house. Children develop an understanding of technology as they use toy mobile phones in their play and experience a range of cause and effect toys which develop their thinking skills.

Children learn to keep themselves safe. For example, about how to walk safely when out and about with the childminder. This understanding is extended during play as the childminder uses the play people and cars to develop children's understanding of road safety. Children learn about healthy eating and good personal hygiene through daily routines. They develop an understanding of how to lead a healthy lifestyle as they experience physical play in the garden and when on local outings. For example, as they go for walks into the local community for fresh air and exercise or play in the larger activity centres. They learn about how they fit into the local community and they develop an understanding of difference and respect for each other.

## 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	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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