

Inspection report for early years provision

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Inspection date	23/02/2011
Inspector	Susan Ennis
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1997. She lives with her three grown-up children in the village of Sawtry, Cambridgeshire. The whole of the ground floor of the childminder's house is used for childminding. Children have access to a fully enclosed garden for outside play. The family has three cats.

The childminder provides care on each weekday during term time and school holidays. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding one child in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a safe, secure and welcoming environment in which all children thrive and where their development is consistently promoted. Her flexible planning ensures that the children's interests are followed and that they enjoy their time with her. The childminder builds trusting relationships with parents often caring for the children from a very young age. Therefore, offering a continuity of care for all concerned. Through reflecting on her practice, the childminder has started to identify her strengths and areas for improvement. She is, therefore, able to make effective changes to improve the daily care and experiences for the children she looks after. She demonstrates a high commitment to her childminding and is enthusiastic about making and sustaining improvement.

What steps need to be taken to improve provision further?

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

- improve the use of information gathered about children's learning to enhance their good progress towards the early learning goals
- develop further the use of reflective practice to highlight your strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Effective safeguarding policies and procedures ensure that children are well protected. The childminder has a good knowledge of child protection. She has arranged additional training to update her knowledge and has the required contact numbers in place for dealing with concerns should they arise. She ensures that anyone coming into contact with the children is suitable to do so and has arranged

emergency cover with another childminder should she ever not be able to care for the children herself. The childminder uses clear and practical procedures, such as, daily safety checks and regular risk assessments for monitoring the environment. This ensures that children can move around freely and with confidence. She also regularly practises the fire drill with the children and ensures that parent's contact details are stored by the fire exits to be taken out with her. The childminder has well thought out procedures for taking the children out and about. For example, she carries a bag with her containing spare clothes, snacks, a first aid kit and a card detailing that she is a childminder and that the children are in her care.

The childminder has a good understanding of anti-discriminatory practice, enabling her to provide a service which is inclusive for all children and families. She works closely with parents to ensure that she understands each child's background, needs and beliefs. The childminder effectively helps children learn and understand about the society in which they live and the wider world. Celebrations of festivals, such as, Chinese New Year, when children enjoy making paper lanterns, are built into planning. Resources including books, play figures and board games all extend the children's experiences. They also learn about different countries around the world, for example, colouring in pictures of Indian tigers and traditional Indian dancers.

Children's individual development is well promoted because the childminder has effective procedures in place to support, monitor and evaluate their progress. The wide range of available resources is well used and the inclusive, child-friendly environment is conducive to children's learning. Low-level, labelled storage enables the children to freely select which toys they want to play with and child-sized furniture enables them to sit comfortably whilst they do so. The childminder also makes good use of the local amenities. She regularly takes the children to toddler groups and the library where they enjoy story time and participate in themed activity days.

A close and trusting partnership with parents, carers and others involved in the children's lives ensures that all relevant information is shared and a consistent approach given. Organised documentation ensures that parents are fully informed about the childminder's policies and procedures detailing her working ethos and good practice. Daily interaction, an informative notice board and the sharing of the children's development files all help to keep the parents effectively informed about their children's day and involved in their developmental progress. The childminder also maintains an activity book for each child. This contains photographs and examples of their work that the parents can share with their child and then keep when the time comes for them to move on. The childminder actively works with other settings and agencies to provide the children with an effective continuity of care. For example, she complements activities carried out at the children's pre-school by continuing the theme at home and shares relevant information where necessary.

The childminder demonstrates a genuine enjoyment for her work and regularly attends further training to improve her knowledge and the outcomes for the children. She also meets together with other settings sharing ideas and good practice and regularly seeks parents' views about her practice. They demonstrate

their satisfaction with her through recorded comments. For example, when asked if the childminder could improve her practice in any way they state 'You are already excellent.' The childminder is also proactive in discussing any issues raised. When parents are unsure of the range of resources available, the childminder invites them to look more closely at the selection provided and to stay for a while to see which toys their child plays with. The childminder has started to evaluate her practice. However, as limited self-evaluation is currently taking place, strengths and areas for improvement are not clearly identified. Therefore, limiting potential priorities for further development.

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

Children are consistently offered a wide range of opportunities that support them in making good progress across the areas of learning and development. The childminder flexibly plans activities around the children's interests and their progress. For example, when children demonstrate a limited understanding about their own identity the childminder makes them a laminated family book. This contains photographs of themselves and other family members. Children enjoy sharing the book with the childminder and pointing to their family. They then progress onto describing themselves by name receiving lots of praise and delight from the childminder as they do so. The childminder records children's development by using observations, assessments, photographs and the Early Years Foundation Stage guidance to demonstrate their progress. However, although children's next steps are identified, it is difficult to see how these are fed into planning or when they are achieved by the children. Therefore, their progress is not optimally promoted.

The childminder uses her good knowledge of child development to plan activities to progress children's learning. For example, having been sitting at the table for snack the childminder suggests doing some sticking. She encourages the children's problem solving by saying 'Look at these shapes. Can you remember what shape this is?' Children reply 'circle' and concentrate on covering the paper shape with glue. Whilst doing this the childminder extends children's learning further by talking about the other shapes available and their colour. Children develop their language skills by repeating the words said and their independence by choosing which shapes to use. They are also encouraged to look at the pattern they have made with the glue as the childminder turns on the light so they can see it more clearly. Children then demonstrate their growing awareness by holding up a shape and saying 'A square. That's good.'

Children's emotional development is well supported as they develop secure and trusting relationships with their friends and the childminder. They demonstrate this as they snuggle into the childminder for a story when they start to feel tired. The childminder also develops their social skills by taking the children to toddler groups to extend their experiences. When children are hesitant about joining in, the childminder supports them by staying close and introducing toys for them to play with. Over time children's confidence grows until they are able to fully enjoy the sessions and integrate with their peers. The childminder acts as a positive role

model and assists the children in learning and making the right decisions. Consistent house rules help the children understand the expectations in place, for example, being nice to each other but mainly having fun.

Children's health and hygiene is actively promoted as the childminder takes active steps to minimise the spread of infection and develop children's understanding of a healthy lifestyle. For example, children know to wash their hands before and after snack and to use their own towel. They also learn about healthy eating and where food comes from. They grow tomatoes in the garden and enjoy participating in cooking activities. Children are becoming aware of their own safety as they discuss road safety and are sensitively reminded to sit on the chair properly in case they fall.

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	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	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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed for the protection of children, that includes the procedure to be followed in the event of an allegation being made against you or a family member (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register). 09/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children). 09/03/2011