

Inspection report for early years provision

Unique reference number	222624
Inspection date	28/02/2011
Inspector	Anna Davies

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 1996. She lives with her husband in a Fenland town in Cambridgeshire. The whole of the childminder's bungalow is used for childminding apart from the main bedroom. There is a fully enclosed garden for outside play. The house is within walking distance of local amenities such as schools, the library, shops, parks and toddler groups. The family has no pets.

The childminder is registered on the Early Years register as well as the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to eight years. The childminder supports children who have special educational needs and/or disabilities.

The childminder is a member of the National Childminding Association (NCMA) and is working towards the Early Years and Childcare Quality Framework.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder effectively safeguards children from harm. She has developed positive working relationships with parents and this ensures children's individual needs are appropriately met. Children make sound progress in their learning; resources are appropriately organised and the childminder makes frequent use of local toddler groups to enhance the range of activities and socialisation opportunities offered to children. Systems for observing and assessing children's development are established. All of the required policies, procedures and records are in place and used satisfactorily to safeguard children's health, safety and welfare. The childminder has a satisfactory understanding about self-evaluation and the strengths of her provision.

What steps need to be taken to improve provision further?

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

- develop the effectiveness of partnerships with parents; this relates to sharing further information with them about their children's learning and progress towards the Early Learning Goals and considering ways to use information given by parents about what they know their children can do, to further enhance assessment arrangements
- develop systems of self-evaluation to identify and prioritise specific areas for further development and improvement and how these will be addressed, monitored and evaluated in terms of improved outcomes for children

- implement an effective system that provides a two-way flow of information with other providers who deliver the Early Years Foundation Stage with specific regard to sharing information about children's learning and development to ensure consistency between settings.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children procedures and has completed a basic training course in this area since her last inspection to keep her knowledge relevant and up-to-date. She is also booked to attend the advanced child protection training course in the near future. The childminder has the relevant literature to support her in the event that she has concerns about a child in her care and need to make a prompt referral. Children's safety is carefully considered. Good quality risk assessments are in place to ensure that hazards are identified and minimised both in the home, garden and on any outings. As a result, children are cared for in a safe environment. For example, the patio slabs are currently being re-laid to ensure that they are even and therefore safe when children are playing outside and the ladder has been removed from the bunk beds to prevent children climbing onto the top bunk.

The childminder provides a homely and inclusive environment where each child is valued and they are clearly happy, settled and comfortable in her care. A satisfactory range of toys and play resources are freely accessible to children from under the bed in the spare room and from those laid out in the lounge. These resources are appropriately organised for the different ages of children so that, for example, younger children cannot access toys with smaller parts. The range of toys and resources available to younger children has satisfactorily increased since the last inspection. The childminder and minded children spend a great deal of their time at local toddler groups which further extends the range of activities offered to children as well as giving them good opportunities to socialise with others.

The childminder has established sound partnerships with parents to ensure children's individual needs are adequately met. Daily diaries contain information for parents about their child's day as well as photographs of activities they have enjoyed. However, the childminder has not shared other observations, assessments and next step information that she has compiled for each child, with parents so that they have a clear picture of their children's progress towards the Early Learning Goals and how they could help support learning at home. Furthermore, although information may be shared by parents as to what they know their children can do, this is not used effectively to enhance or contribute towards, assessment procedures. Feedback from parents is positive, commenting that they regard the childminder and her family as part of their family. The childminder states that she has a good rapport with other local providers also delivering the Early Years Foundation Stage to children in her care. However, she is yet to establish a two-way flow of information with specific regard to individual children's learning and development to ensure that consistency is promoted when children attend more than one setting.

The childminder uses some systems of self-evaluation such as the Ofsted self-evaluation form and the Early Years and Quality Framework. However, these systems demonstrate that the childminder, whilst aware of her key strengths, is less secure and sure in her own mind, about aspects that she wishes to further develop and improve independently of the advice from the Early Years advisor. The childminder has attended various training courses since her last inspection and is booked on more in the forthcoming year; this demonstrates a commitment towards her own professional development.

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

The childminder supports activities appropriately so that children make adequate progress in all areas of their learning. For example, she helps children to solve simple problems as they try to fit stacking rings and shapes in the correct order, encouraging them to 'turn it around' until they successfully fit. She enables young children to have time to explore, handle and feel the different textures, for example, of the various different types of pasta as they stick them to paper with glue. The childminder talks to children about what they are doing, encouraging them in their speech and language. She works with parents to ensure those that require extra support, are given this. However, more effective partnership working with other providers also caring for the children, would further support consistency between settings where children require extra support, for example, with their speech and language development.

Planning is based around regular attendance at local toddler groups and a satisfactory range of activities planned for when children are at the childminders house. This range increases during school holidays when the groups do not run. The childminder has established suitable observation and assessment systems to monitor the progress children are making in their learning and development. She makes clear links to the Early Years Foundation Stage and identifies next steps of learning which she uses in the delivery of activities both at her home and when children participate in activities at the groups.

Young children confidently crawl around the childminder's home and make independent choices about their play, freely accessing a suitable range of toys from under the bunk bed in the spare room and from those laid out in the lounge. Children are happy and content in the childminder's care and are familiar with routines. Their independence is promoted as they do their coats up by themselves and independently complete simple puzzles before moving onto more challenging ones. With supervision, children have opportunities to make marks, draw and create. For example, older children design and create wooden spoon animals or animal masks to celebrate the Chinese New Year of the tiger. A suitable range of age-appropriate books enables children to develop early reading skills and trips to the library in the school holidays further promotes this enjoyment. Young children enjoy solving simple problems such as how to use the pop up toys, using their hands with the childminder's support, to twist, turn and press the buttons to pop

the animals up. Children have opportunities to learn about nature as they visit local places of interest such as the pet shop and feed farm animals. They learn about how to grow and take care of seeds, understanding that they require water in order to grow, relating this to their own similar needs. Children benefit from the developed range of toys that reflect diversity and the introduction to some multicultural festivals so that they begin to gain an understanding of different cultures and the diverse society in which they live. All of these simple activities begin to lay basic foundations to support the children's future economic well-being.

Children begin to understand about keeping healthy. They are beginning to learn about very basic hygiene routines. For example, they wipe their hands with a wet wipe before they eat meals and after using the toilet. They get regular exercise and fresh air, making appropriate use of the local park to challenge their physical skills. Younger children, who are not yet able to walk, are suitably encouraged in their physical development. For example, they are given ample space to roll over, furniture to pull up on and large push-along toys to encourage balance and coordination. The childminder recognises younger children's individual signs of tiredness and responds appropriately so that their physical needs are met. Children's creativity is appropriately promoted through a suitable range of art and craft activities and role play toys and resources.

Children's welfare is adequately promoted. Children are cared for in a clean, hygienic environment. There are hygienic procedures in place for nappy changing which effectively reduces the risk of cross-contamination. Meals and snacks are provided by the parents and the childminder ensures that when at groups, children receive fruit as well as biscuits to ensure a balanced diet. The childminder ensures that younger children are offered regular drinks and older children have their individual drinks bottles on the side so that they can freely access a drink when they wish. Records relating to any medication needing to be administered or any accidents that have occurred are appropriately maintained which safeguards children's health and well-being. The childminder has updated her first aid qualification and has first aid kits easily accessible for both the home and when on outings; this ensures that she is able to effectively deal with minor injuries. The childminder demonstrates an appropriate understanding of behaviour management, frequently praising and encouraging children as they play. House rules and expectations are displayed to ensure children's safety and so that older children are aware of what is expected.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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