

Inspection report for early years provision

Unique reference number	404216
Inspection date	02/03/2011
Inspector	Melanie Calway

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 2000. She lives with her two daughters, who are away at university for most of the year but come home during the holidays. They live in a suburb of Peterborough. The whole of the ground floor and an upstairs bedroom is used for childminding. There is a fully enclosed garden for outside play. The childminder has a dog and some fish as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and takes children on regular outings to a local activity group, the library and to local parks.

She is a member of the National Childminding Association and has a Level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met because the childminder knows their stage of development well and uses her knowledge to plan appropriate activities to help them to progress. All children enjoy a good range of interesting activities and are settled and content in the childminder's care. Parents' views are actively sought and they are very well informed about the service. A regular daily exchange of information about children's care and development takes place. The childminder uses local links and the internet to look for new ideas to develop the provision.

What steps need to be taken to improve provision further?

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

- use observation and assessment more consistently to plan for individual children's next steps in all areas of learning
- develop the partnership with parents by encouraging them to contribute to the assessment process their own knowledge of children's achievements.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because all members of the household have had the necessary checks. The childminder has attended training on safeguarding and is aware of her responsibility to report any

concerns she may have about children's welfare. She has a clear safeguarding policy, which outlines her duties. All the information is kept to enable her to take appropriate action. Children are cared for in a safe and secure environment. The childminder has conducted a risk assessment of all areas of the house, which is reviewed regularly and when there are changes. The outside area is always checked before it is used. Children are well supervised and the childminder has the necessary safety equipment in place to protect them, such as cupboard locks, a stair gate and socket covers. Children are protected from the risk of fire as the evacuation plan is clearly displayed and a regular drill is carried out to ensure that the childminder and children know how to evacuate the premises safely in the event of a fire or emergency.

Children enjoy a wide range of resources. A selection of equipment is put out and children can choose from a large selection in the toy cupboard. Craft resources are arranged in a unit in the kitchen with drawers at children's level, which are clearly labelled with pictures and print to enable children to be independent and help themselves. Books are attractively arranged and easily accessible. Low level furniture further promotes children's independence. The childminder provides parents with a professional and comprehensive handbook providing detailed information about the service. She regularly seeks their views, using questionnaires and evaluation forms to gather information, which is then used to develop the provision. Information about individual children is shared using a daily diary, which keeps parents up-to-date with what their children are doing. Parents also see the observation folders and provide information about children's starting points using the initial child profile. The childminder regularly discusses the children's progress with parents, who also share important information. However, parents are not being encouraged to contribute to the assessment process their own knowledge of children's achievements across all the areas of learning. The childminder is aware of the need to exchange information about individual children's learning and development when they attend other settings to ensure effective continuity and progression. The childminder reflects on her practice and makes improvements, for example, using information from parent questionnaires to see if she can develop the service.

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

Children make good progress in the childminder's care. They are happy and settled and benefit from the reassuring and sensitive interaction with the childminder. The environment is well organised to enable them to make choices in their play and learning. The childminder knows their stage of development well and uses her knowledge to provide them with opportunities to help them to extend their learning. She is familiar with children's interests and preoccupations and enables them to explore these, for example, children who like to take things on and off are given opportunities to dress and undress the dolls or to take things in and out of the recycling box. She keeps a detailed account of their activities in a daily diary and also makes regular observations of their play in their learning folder. However, she is not using the observations consistently to plan for the next steps in

children's learning across all areas. Children chatter happily with the childminder, who gets down to their level and uses smiles and eye contact to encourage their language skills. They enjoy looking at books with her and reading stories. Messy activities provide opportunities for children to make patterns and marks to develop early writing skills. Children learn to problem solve as they play with the water or with play dough. The childminder counts with them and uses nursery and number rhymes to introduce counting.

Children use their imaginations as they play in the water, pouring with cups and jugs. They have opportunities to be creative using paints and pencils. They learn about the world around them as they explore different materials such as sand, play dough, shaving foam or sawdust. Younger children explore the objects in treasure baskets. They enjoy regular visits into the community to the library, the shops or organised groups and so learn about their own world. Activities such as Chinese New Year encourage them to learn about the wider world and consider peoples' similarities and differences. Technological play is available with cause and effect toys, torches and older children can use the lap top. Children are encouraged to develop independence and are given plenty of praise and reassurance to boost their self-esteem. They develop skills of coordination and control as they crawl through the tunnel and move about freely. They play outside blowing bubbles or on ride-on toys. Opportunities to play on larger equipment are provided by regular visits to local parks.

Children's health is promoted well. They get fresh air every day as they walk to school or pre-school and play in the garden. The childminder provides a wholesome hot lunch for children and a healthy snack such as wholemeal toast. Children's drinks are easily accessible. Good hygiene is observed and nappies are dealt with appropriately. Children's hands are wiped before they eat and older children use the downstairs bathroom to wash their hands. Children are developing an understanding of how to live a health life style as the childminder talks to them about the benefits of exercise and a healthy diet. They feel safe and secure because they have built up warm and trusting relationships with the childminder. They learn about safety as the childminder talks to them about road safety when they are out and ensures that they learn the rules. Children benefit from a reassuring and caring environment and so behave well. They are learning skills for the future as they form relationships and become independent.

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: Met

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