

## Inspection report for early years provision

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<b>Unique reference number</b>	223095
<b>Inspection date</b>	25/02/2011
<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 2000. She lives with her husband, one adult child, one 15-year-old and a 12-year-old child in a town near to Huntingdon, Cambridgeshire. The ground floor of the childminder's house is used for childminding purposes. Children have access to a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of these no more than three may be in the early years age range. In addition, when working with an assistant at the above premises she may care for eight children, five of whom may be in the early years age group and one may be under one year. She is currently minding six children in this age group, who attend on a full and part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently child minds four children in the older age range.

The childminder drives and walks to the local school and attends the local groups. The family has a rabbit and a fish as pets.

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

Overall the quality of the provision is good.

The childminder cares for children in a warm and welcoming family environment where their individual needs are known and exceptionally well met. A good range of information is shared with, and collected from, parents enabling her to meet children's needs well. The childminder provides a very wide range of activities and resources which helps children to make good progress in their learning and development. She has a positive approach to reflective practice and self-evaluation, ensuring the continual development of 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 systems for including parental contributions into the assessment and planning process
- develop further the systems for working in partnerships with others to ensure provisions complement each other.

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

The childminder has a good understanding of safeguarding issues and how to implement procedures which help to protect children's welfare. All records required

for the safe and efficient management of the setting are well maintained and meet the needs of all children well. All adults living in the home have completed suitable checks, which protects children's safety. Effective risk assessments are in place and cover all aspects of the provision which may impact on children. For example, in addition to the required checks the childminder also has additional risk assessments and policies relating to the safety of the laminate floor to underpin her solid practice. Consequently, risks are eliminated and the environment is safe for children to move around freely.

The childminder has developed good relationships with parents. These are well established, ensuring each child's needs are met. A range of practical information is collected through the children's comprehensive records. In addition, parents of babies share care information daily through a two-way diary so they are both aware of up-to-date needs. Currently the childminder does not take children to other settings, although they do attend on other days in the week. The childminder ensures she obtains the curriculum planning so that the activities she provides complement those of other settings. For example, when celebrating Chinese New Year she knew the playgroup were making lanterns so, with her, they made Chinese hats instead. She does share some next steps with the playgroup. For example, if a child is learning to put on their own shoes. However, this is yet to become a more established part of the childminder's practice. Good relationships have been developed with other agencies involved in the lives of children to ensure cohesion in the care they receive.

The childminder provides children with a very wide range of resources and worthwhile activities. This includes herself, as she dedicates all of her time to the children to ensure they receive 'quality time' while they are in her care.

The childminder has a positive approach to welcoming all children. She skilfully enables children who have English as an additional language to acquire English and ensures all children benefit from learning about the other children's cultures. For example, The childminder organised a Polish day for local childminders where parents made food and the children and their minders learnt dances. These activities clearly help children to develop their understanding of difference. The childminder is exceptionally skilled at supporting children who may have learning difficulties and/or disabilities. Children learn to respect each other and to understand that all children's needs are different, but equally important.

The childminder is keen to develop her practice. She attends regular training and is proactive in developing her knowledge and skills. She has effective methods to evaluate her practice so that she can continually strive for better and better outcomes for children. This is achieved through self-reflection and also by seeking feedback from children and their parents to ensure the care provided is relevant to the children being cared for.

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

The childminder provides a very safe and secure environment in which to support children's learning and development. She has a good knowledge of the welfare requirements and of the learning and development guidance for the Early Years Foundation Stage. Sensitive observational assessments are undertaken and cover all areas of learning. The childminder confidently talks about children's current stage of development and the activities she provides to move them onto the next stage. Parents share information about their children's achievements at home but these are not seen to be currently feed into the planning process for children. However, the activities provided for children are all encompassing, are fun and certainly meet the wide range of interests and needs of the children cared for.

Children make decisions about their play, they decide they want to make a cake and set about this activity with glee. They check the dolls they have washed, which are drying, to see if they are ready and fold up the dolls clothes which have been washed ready for play. Children are confident communicators, including those with English as an additional language. One child puts the dolls in the buggy and decides to take them for a walk in the garden. She calls to the childminder 'can you find me a purple blanket, it must be a small one please', before she goes outside in the fresh air to play. Another child when looking at her learning journal comments 'this was my first day at school', 'this is me with the lollypop lady'. Children have a wealth of technology toys to play with, including using the computer to access appropriate software. For example, a Polish child watches a Polish version of a popular children's cartoon and translates it into English for the childminder and other children. These activities, together with a developing awareness of numbers and problem solving combine to support children's future learning as they move into school.

Children learn about where they fit in their local community by visiting local places of interest and socialising with many other children during the day at a variety of groups. They support local charity events in the community, such as, a sponsored toddle and take part in 'Geocashing' events in the local areas. This provides the children with a fun treasure hunt activity where they get lots of fresh air and exercise and learn valuable skills for the future about coordinates and deciphering clues prior to feeding the results back into the computer.

Children take part in regular fire evacuation drills and talk about road safety on outings when they wear their Hi Visibility jackets for extra safety. This develops their awareness of dangers and how to stay safe. The childminder encourages children to follow good personal hygiene routines. The childminder provides a wide range of healthy snacks and drinks are freely available, which helps to keep children hydrated. Children help to devise the evening menu and take it in turns to pick the family evening meal. They make fruit kebabs and a range of other healthy foods to develop their understanding of how to lead a healthy lifestyle. Children play well together, they share, take turns and display good manners. Overall children thrive in this happy and stimulating household.

## 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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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