

Inspection report for early years provision

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Inspection date	15/03/2011
Inspector	Veronica Sharpe
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 was registered in 1995. She lives with her husband and two adult children in Ely, Cambridgeshire. Children mainly use the ground floor. The bathroom is on the first floor. A first floor bedroom is used for sleeping. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight at any one time. There are currently four children on roll in the early years age group, all of whom attend on a part-time basis. The childminder also provides care for children in the older age group. The family has a cat, a rabbit and a guinea pig. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is well organised and has established good relationships with parents in order to ensure children's individual needs are met. Children's individual learning records show a good picture of what children enjoy and can do. The childminder has a good understanding of safeguarding and gives children's safety a high priority. The childminder works hard to improve her provision but her systems to monitor and evaluate the quality of the provision are not yet fully effective.

What steps need to be taken to improve provision further?

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

- review the complaints procedure to ensure it complies fully with the regulations
- develop further systems to monitor and evaluate the quality of the provision, using the EYFS guidance, in order to improve the outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has clear procedures in place that ensure children are effectively safeguarded. She is well informed about the Local Safeguarding Children Board guidance and keeps essential contact details to hand, enabling her to respond promptly to any concerns. Risk assessments ensure that hazards are identified and minimised. The childminder supervises the children continuously and ensures toys are safe and appropriate for their ages. For example, she ensures older children use their craft materials at the table so younger children are not put at risk. All essential documentation is in place to promote the welfare of children, such as

emergency contact information and detailed accident records. However, the complaints procedure does not fully meet requirements.

The childminder has positive, friendly relationships with parents. She collects comprehensive information from them so she can meet children's individual needs. Parents receive copies of the written policies and procedures so they know about the childminding provision. Settling-in procedures are flexible so children are comfortable and secure in the childminder's home. The childminder is aware of the importance of partnerships with other adults involved in the care of the children and has made good links with the local pre-schools and the primary school. She ensures she has information about children's activities so she can offer consistent learning opportunities.

The childminder has a warm and comfortable home, where children play safely. Resources that reflect children's interests are set out each day to ensure children feel welcomed. Younger children have their rest times according to their own home routines. Older children benefit from a relaxed environment, where they can rest, or take part in board games or craft activities. Although not currently caring for children with special educational needs and/or disabilities the childminder has previous experience. She would work with parents and other specialist teachers to ensure additional needs are met.

The childminder has a good understanding of her strengths and has worked hard since the last inspection to implement the Early Years Foundation Stage requirements. She has attended a range of training courses and seeks advice from the local authority advisors. Systems to monitor the quality of the provision are developing but are not yet fully effective.

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

Children are confident and secure in the childminder's care. They happily sit on her lap to share a book and enjoy playing games with her. The childminder organises a good range of age-appropriate activities, such as crafts and they have daily outings into the local area. The childminder has established systems for recording what children can do in order to plan for their future learning. Each child has their own learning journey that clearly records what children enjoy and can do. The childminder observes children and speaks with parents regularly in order to plan for children's next steps. This ensures each child makes good progress in their learning and development.

The childminder encourages children's communication skills by modelling appropriate language and she shares books with them to encourage their interest. Children freely access books, puzzles and toys from low-level storage units and shelves. They play imaginatively. For example, they make dens or use a play kitchen and utensils. Older children create designs with small beads or build models with small bricks. Resources, such as pop-up toys help young children develop their understanding of technology and contribute positively to their future economic welfare.

Children build links with their local community because they are frequently out and about. They walk to the river to look at swans and ducks, play on the parks or watch the trains. They visit the pet shop or go to a friend's house to see the chickens. The childminder involves children in her allotment. They have their own sets of tools for digging and learn that worms and ladybirds help the plants. They plant sunflowers and watch how they grow. Children find out about their own cultures and those of others through varied activities. For example, they made Anzac biscuits and found out about Australian animals on Australia Day. The childminder promotes children's interest in the wider world, for example, by talking about holiday destinations and considering how they might travel and how long it would take.

The childminder helps children learn to keep themselves safe. For instance, they all practise the fire drill regularly. They develop good habits as they learn to wash their hands and the childminder is conscientious to avoid cross-infection when she changes nappies. Meals are provided by children's parents, but the childminder ensures the simple snacks she offers are suitably healthy, such as fresh and dried fruits. Drinks are always available.

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