

Inspection report for early years provision

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Inspection date	28/03/2011
Inspector	Carly Mooney
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2001. She lives with her husband and children aged 12 and 11 years in Peterborough, Cambridgeshire. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

The childminder 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. There are currently three children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 creates a warm and homely environment which effectively supports children's welfare needs and ensures they are happy and comfortable in her care. Children participate in a varied range of stimulating play experiences which allows them to make good progress in their learning and development. Systems to observe and assess children's progress are well developed. The childminder has good knowledge of children's individual needs due to regular consultation with parents. The childminder demonstrates a firm commitment to improvement and strives to improve outcomes for children through effective self-evaluation.

What steps need to be taken to improve provision further?

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

- increase children's opportunities to express themselves freely in creative and mark-making activities.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her duty to protect children in her care and attends regular training to keep her knowledge and understanding of safeguarding procedures up to date. Children play in a safe and secure environment as regular risk assessments are conducted by the childminder to identify and minimise risks. Children participate in safe practices such as fire drills to help gain an understanding of keeping themselves safe. The childminder has a clear range of

written policies and procedures which effectively underpin her good practice and fully promote children's health, safety and welfare.

The childminder has a secure knowledge of each child's background and constantly liaises with parents to ensure their continuing needs are met. She organises her home well to meet children's individual needs and promote their independence. They move freely around the downstairs area, choosing which toys they wish to play with from easy accessible storage boxes on low-level shelves. The children's playroom displays their artwork and photographs to give them a good sense of belonging in the childminder's home. Children are able to effectively gain an understanding of diversity and an appreciation of other people subtly through their play, discussions with the childminder and the variety of resources provided.

Close relationships have formed with parents which benefits the children's time at the setting. A detailed daily diary including photographs of activities children have participated in provides parents with a clear account of their child's day. This allows a two-way flow of information to consistently support children's development and welfare. Records of children's progress are shared and parents comment on their achievements. Parents speak very positively about the childminder through regular questionnaires. The childminder has a positive attitude to liaising with other settings the children attend and has systems in place to share information to support their achievements and well-being well across each setting.

The childminder is focussed and committed to maintaining continuous improvement. She has kept her knowledge and understanding of childcare up to date through attending necessary training courses since her last inspection. Effective systems for self-evaluation have been established which allow her to monitor and evaluate her practice on a regular basis to consistently improve outcomes for all children.

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

Children enjoy their time with the childminder and are happy and settled. The childminder has a clear understanding of learning through play and supports children appropriately as they freely choose their resources. For example, children enjoy listening to familiar stories on the childminder's lap as she reinforces learning such as counting and the noises animals make. Records of children's achievements are a clear account of the progress children are making. Next steps are realistic and incorporated well into planning for individual children.

Children are confident in their surroundings and familiar with routines such as mealtimes and nappy changes. The childminder encourages independent skills from a young age through routine activities, for example, children wipe their own mouth and hands after eating. Children spend some of their time at local groups, socialising with their peers and participating in activities such as rhyme time at the local library to extend learning. The childminder makes good use of the local area

to visit shops, nature reserves, parks and garden centres with the children. Children learn about the wider world through celebrating festivals. Children's physical skills are promoted well through age-appropriate equipment in the garden and frequent trips to the park. Children participate in art and craft activities on a regular basis. However, these are mainly adult-directed for young children and not independently chosen to allow children to express their creativity freely and develop their mark-making skills.

Children's health, safety and welfare are effectively promoted. The childminder maintains clear accident and medication records and holds a current first aid qualification so that she is able to suitably deal with minor injuries. Children are taught the importance of maintaining their own health and hygiene and the childminder is a clear role model in this area. Snacks provided by the childminder are healthy and nutritious and drinks are readily available. Children receive constant praise and encouragement from the childminder to help build up their confidence and self-esteem and they behave well.

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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