

## Inspection report for early years provision

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<b>Unique reference number</b>	222735
<b>Inspection date</b>	16/05/2011
<b>Inspector</b>	Anna Davies
<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 1997. She lives with her husband and two children aged 19 and 15 years in Wisbech, Cambridgeshire. The whole of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play. Toilet facilities are located upstairs. The house is within walking distance of local amenities, such as, schools, the library, shops, toddler groups, the local children's centre and parks. The family has a pet rabbit.

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.

The childminder is a member of the National Childminding Association (NCMA) and part of an approved childminding network. She is currently working towards the Early Years and Childcare Quality Framework.

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

Overall the quality of the provision is good.

Children make good progress in their learning and development because the childminder provides a broad range of learning opportunities and activities for each child and supports these effectively. The childminder uses her clear knowledge about children as individuals to ensure that she provides an inclusive environment where children feel safe, secure and valued. She has established good working relationships with parents and this ensures children's individual needs are well met. The childminder evaluates her practice and demonstrates a firm commitment towards seeking to continuously improve and develop aspects of her provision. All required documentation is in place, well organised and most is able to be used effectively to ensure children's welfare and safety.

## **What steps need to be taken to improve provision further?**

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

- develop further use of children's next steps to ensure that they cover all areas of learning and are clearly linked to the planning of activities
- ensure that the record of risk assessment is always available so that it can be used as a working document and reviewed or updated as necessary.

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

The childminder has a clear knowledge and understanding of safeguarding children procedures and completes regular training in this subject to ensure that her knowledge is up-to-date and relevant. She has a clear safeguarding children policy in place which is shared with parents so that they are clear about the childminder's duty to protect the children in her care. The childminder has a good understanding of minimising potential risks to children's safety and as a result, the environment in which children are cared for is very safe and secure. General risk assessments are in place. However, the more detailed version is currently with the childminder's Early Years Advisor and the childminder has not kept a copy to ensure that it can be used effectively as a working document and reviewed when necessary. Children begin to learn about safety through a wide variety of activities, such as, colour coded reminders of which tap is hot and cold, learning about safe places to cross the road, the green cross code when out and discussions about higher risk activities, such as, walking by the river and school swimming lessons.

The childminder provides a welcoming and inclusive environment where each child is valued and they are clearly settled and comfortable in her care. She works closely with parents to ensure that children's changing needs on a day-to-day basis are fully met. The childminder has learnt about different cultures in her local area and ensures that children understand and appreciate the diverse society in which they live. She is clear about how she would support children from different backgrounds and those for whom English is an additional language. The childminder is happy to work with outside agencies as necessary in order to meet and support children's additional needs effectively. The premises are warm and welcoming and organised to help children feel a sense of belonging and security. For example, a good range of rotated toys and resources are freely accessible to children and they have individual placemats and photographs on the wall. The childminder finds out about children's key interests when they start so that she can purchase favourite toys and characterised drinking cups for them.

Good partnerships with parents exist. Before children start, the childminder gathers clear information about each child to ensure that she can meet their individual needs. Communication between parents and the childminder is clear through daily diaries and discussions. This ensures a useful exchange of information to help the childminder meet children's needs. Parents are able to become involved in their children's learning as the childminder shares information about planning and activities that can be carried on at home to further support learning. Parental feedback is very positive. They speak highly of the care and experiences offered. For example, one comments that the childminder is 'professional, organised and always goes beyond her duties to ensure children are happy, safe and cared for'. Clear systems are in place to liaise with other settings who are also delivering the Early years Foundation Stage to children in the childminder's care. This promotes consistency and continuity for those children attending more than one setting.

The childminder has a positive attitude towards self-evaluation. She has independently completed the Ofsted self-evaluation form together with ideas of

how she wants to further develop her provision. She also works closely with her Early Years Advisor to further look at her practice and how to develop it. The childminder attends many training initiatives and looks to see how she can use new ideas from these, as well as from other settings. Parents and children's views are appreciated and taken into account. Recommendations raised at the last inspection have been well addressed. This has improved handwashing procedures for children and how they learn about the importance of this, as well as the use of the outdoors being extended, which further promotes children's good health and development.

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

The childminder demonstrates a good understanding of how children learn. For example, she offers very young children mark-making opportunities, such as, using their hands and fingers in paint or shaving foam on their highchair tray, which she knows helps to build the strength and coordination of their fine motor skills, that in turn will help to develop their early writing skills. She supports child initiated activities well and sits back to allow children to develop their independence when solving simple problems, such as, turning the knob so that the car ramp moves up and down revealing the toy car. Furthermore, she asks open-ended questions, such as, 'Where's the car gone?' to encourage children to think, find things and repeat actions in their play.

Observation and assessment systems are well established. Regular observations give the childminder a clear understanding of where each child is at in their learning and development. The childminder has a reasonable understanding of children's next steps and the aspects of development she is currently helping to progress for each child. Some of these are evidenced in children's assessment folders. However, they do not yet cover all areas of learning or show a clear link to the planning of activities. Planning is flexibly linked to themes and where possible, linked in with other settings themes where children also attend, in order to promote a consistent learning experience.

Children share extremely warm relationships with the childminder, her husband and teenage son. They demonstrate that they feel safe and secure, for example, when they cuddle the childminder and fall asleep in her arms. Children enjoy a good range of mark-making activities and are proud to display accomplishments, such as writing their own name. They enjoy sharing books and this is further extended by trips to the local library. Children's language is developing well because the childminder spends much time with the children, talking to them about what they are doing and giving them new vocabulary, for example, when out in the local community and environment. Number, colour and shape recognition is successfully filtered through into play. For example, children learn to count cups as they stack them on top of each other and learn shape names as they try to fit them into the correct holes in the shape sorter. Children learn about nature and growing through activities, such as, planting and tending to sunflower seeds and helping to care for 'Simba' the pet rabbit. They attend regular groups

and so get lots of opportunities to socialise with others, as well as a further range of activities to enjoy. Children begin to learn about different cultures and languages, for example, as they learn the names of farm animals in a variety of languages. They enjoy using their senses as they taste food or play games, putting their hands into covered bowls of 'prickly' sawdust, 'soft' flour, 'squidgy' jelly and pasta. All of these simple activities begin to lay secure foundations to support the children's future economic well-being.

Children get plenty of exercise and fresh air on regular walks and are taught the importance of this in relation to a healthy lifestyle. The well-equipped garden is regularly used for activities, such as, the mini trampoline, swings and slide which helps to promote children's physical development. Children move confidently around the environment, practising new physical skills, such as walking. Their creative development is effectively promoted through a good range of activities, including arts and crafts, role play, music and dressing up.

Children's welfare is effectively promoted. Children are cared for in a clean and hygienic environment. They are learning good hygiene routines, such as, washing or wiping their hands before eating, after using the toilet and after feeding or cleaning out the rabbit. They enjoy learning about these routines through the use of fun songs. There are good systems in place to reduce the risk of cross-contamination. For example, children's individual mats are used for nappy changing and children use paper towels for hand drying purposes. All meals and snacks are provided by parents and they are given guidance as to food provision so that the childminder maintains her commitment towards healthy eating. All children and the childminder sit together to share meals and snacks which encourages children to enjoy mealtimes and learn good manners. Accident and medication records are maintained confidentially and recorded with all necessary details. The childminder has renewed her first aid qualification since the last inspection which ensures that she is able to deal effectively with minor injuries. The childminder offers children continual praise which boosts their self-esteem. Good manners are encouraged as well as sharing and taking turns. The childminder encourages good behaviour by leading through example and by being a positive role model.

## 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	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

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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	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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