

Inspection report for early years provision

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Inspection date	08/06/2011
Inspector	Kelly Eyre
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 2010. She lives with her husband in Wittering, Peterborough. The whole of the childminder's house is used for childminding and there is a first floor bedroom for children requiring undisturbed rest or for those staying overnight. Children have access to the fully enclosed garden for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder provides care on each weekday during term-time and school holidays and also provides occasional overnight care. She is registered on the Early Years Register to care for a maximum of three children in the early years age range and is currently minding four children in this age group, all of whom attend on a part-time basis. She also offers care to children aged over five years and this provision is registered on the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's good partnerships with parents enable her to obtain a thorough understanding of each child's needs and interests. She uses this information to make sure that children's needs are consistently met and they are offered appropriate support so that they are included in the activities and daily routines. The childminder demonstrates an appropriate commitment to monitoring and improving her practice. She is developing effective self-evaluation procedures to support her in gaining a clear picture of her work and in prioritising improvements. This enables her to offer a childminding service which is responsive to the needs of children and their families.

What steps need to be taken to improve provision further?

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

- develop further the assessment and planning procedures to show how children's next steps are consistently fed into the overall planning in order to provide further experiences which are appropriate to each child's stage of development
- improve the systems for organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

The childminder has attended appropriate training and has a thorough understanding of issues relating to safeguarding children, enabling her to promote

children's welfare at all times. A written procedure further supports this and ensures that she can identify children at risk and take any necessary action. Children's welfare is further promoted as the childminder makes sure that all household members have undergone relevant suitability checks. Thorough risk assessments of all areas used by children ensure that their safety is consistently promoted. Good daily practice and ongoing explanations help children build up their understanding of safety issues. For example, children talk with the childminder about road safety and practise this each time they are out.

The childminder demonstrates a sound understanding of issues relating to anti-discriminatory practice. She makes sure that her policies and daily procedures reflect children's needs and are inclusive to children and their families. She uses clear procedures for obtaining information from parents, enabling her to build up a thorough understanding of each child's needs and to take these into account when planning activities. The childminder acts as a good role model, showing respect for all and, in turn, encouraging children to understand and respect each other. She maintains good relationships with parents, keeping them well informed of their child's progress, for example, through daily discussions and the use of detailed communication diaries. The childminder has not yet cared for any children who attend other early years provision. However, she is aware of the relevance of sharing information with other settings when appropriate to support children's continuity of care.

The childminder regularly reviews her work, making relevant changes that improve the outcomes for children. For example, recent improvements include the labelling of toy boxes so that children can see what is available and make independent choices about their play. Although the childminder has clear plans for the future development of her work, the self-evaluation process is not fully utilised to inform the overall review of practice. Children are offered a range of activities that support their learning because the childminder makes efficient use of resources. For example, she uses local facilities such as parks, toddler groups and the children's centre in order to offer children further opportunities.

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

Children make good progress because the childminder has a sound understanding of the Early Years Foundation Stage. She assesses children as they play and therefore has a clear picture of their current developmental needs, planning appropriate activities to support their individual development. However, this is not fully promoted because the assessment and planning procedures do not clearly show how children's next steps are consistently fed into the overall activity planning. The childminder ensures that her home is safe and children's behaviour demonstrates that they feel secure. For example, they make independent choices about their toys and happily include the childminder in their play. They are therefore supported in taking an active role in their learning and are developing positive attitudes to this.

Children's emotional development is promoted and they gain skills for use in future

life as they develop appropriate relationships with the childminder and their peers. The childminder gently encourages children to share and to respect the needs and feelings of others, thus developing their awareness of appropriate behaviour. Children's understanding of diversity and the world around them is promoted as they participate in discussions and access relevant resources. For example, they look at books which give positive images and information about different lifestyles and traditions. The childminder's good procedures for working with parents mean that she is able to offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language.

Children feel welcome and valued and their development is promoted as the childminder carefully notes their interests and acquires additional related resources to promote these. For example, after noting that children enjoy digging in the garden, the childminder provided an appropriately sized wheelbarrow. Children thoroughly enjoy filling this and moving earth around the garden, thus developing their physical, creative and problem-solving skills. The childminder is confident and encourages children to explore the resources and develop their own play. They are well supported in this because the childminder joins in appropriately and further promotes children's development. For example, she joins children engaged in a role-play scenario related to shops, encouraging them to identify different types of fruit and vegetables and to add these to her basket.

The thoughtful provision of a range of resources ensures that children are offered well balanced opportunities in all areas of learning. For example, they learn about the uses of information and communication technology as they play with equipment such as interactive toys, cash registers and telephones. Children's awareness of the relevance of healthy lifestyles and practices is promoted. For example, their understanding of good hygiene is reinforced as they discuss the reasons for washing their hands before they eat or participate in cooking activities. They are offered effective opportunities to be active and explore a range of physical skills. For example, the use of large play equipment at the park helps children develop skills such as control and coordination.

Children's thinking and learning are extended as the childminder assesses them as they play, gently introducing more challenging activities. For example, children enjoy playing a game where they name picture cards and when they ask for this to be repeated the childminder lays the cards on the floor and asks the children to find specific ones. Children take their time and enjoy the challenge of this, thereby promoting their problem-solving and language skills. The childminder's good organisation means that children are offered additional opportunities. For example, they enjoy trying new activities and interacting with their peers when they attend toddler groups or specialist groups at the nearby children's centre.

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	3
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	3
The effectiveness of partnerships	3
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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