

Inspection report for early years provision

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Inspection date	08/07/2011
Inspector	Lynne Talbot
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 April 1992. She lives with her husband in Bretton, Peterborough. The whole of the ground floor of the home is used for childminding. There is a fully enclosed garden for outside play.

The childminder is able to provide care on each weekday during term time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. 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 11 children attending part-time hours, six of whom are within the early years age range.

The childminder is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised by the childminder who has a good understanding of their needs and interests. She creates an effective working relationship with parents and is beginning to develop partnerships with other settings that children attend. These steps ensure that children's needs are met and that activities offered support good progress overall in their learning. The childminder takes steps to promote children's health and welfare through established daily routines, minimising risks and a good safeguarding awareness. The childminder has a positive and proactive attitude towards continued development but this is yet to be fully developed to enable reflection on the overall care and continued outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the assessment procedures that are in place to identify an initial starting point for children using the assessments made to show progression
- develop the educational programme, with reference to supporting children's knowledge and understanding of the world, with particular reference to beginning to know about their own cultures and beliefs and those of other people
- gain further understanding of reflective practice in order to confidently identify aspects of the childminding service that are done well, and those aspects that might be improved, so to continue to promote good outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is well promoted because the childminder has a good knowledge of the Early Years Foundation Stage. She has a firm understanding of her roles and responsibilities relating to safeguarding implementing clear procedures which fully protect children. The childminder ensures that all persons required undertake the appropriate checks to safeguard children. Clear and robust risk assessments for the home and outings are undertaken and reviewed annually. They include assessments for outings in snow and icy weather, as well as cycle rides, to fully protect children in all areas. Children explore with close supervision and take part in daily safety awareness routines. They learn about road safety, stranger danger and take part in regular fire evacuation drills to broaden their personal safety awareness. Procedures for illness and medical assistance are well planned with back-up support organised to ensure children's safety.

The childminder offers an inclusive service to children in her care and ensures that she works with parents to understand each child as an individual. She is aware of each child's learning style and uses this when organising the day, thereby, ensuring that every child achieves. This is shown by the detailed daily diary shared information and the continuation of signing to support that which is started in children's own homes. There are very good settling-in periods offered. This includes a memory stick provided for each family onto which the childminder loads all photographs taken. Children explore the community and society in which they live. They use local parks and woods and they discuss their own attendance at Church each week. They use some play equipment which reflects the wider society and the childminder skilfully introduces some aspects of inclusion into her practice such as signing. However, as yet children have limited opportunities to explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues. The relationship with parents is well developed, offering flexible hours of care and enabling them to share information each day verbally and through diaries. Parents comment that the childminder is 'a total star; an honest, calm, reliable, dependable, caring, inspiring and thoughtful person'. They also add that as a childminder she is 'a great asset to the profession'. The childminder has a positive attitude towards working with others who provide care in the early years age range. She is developing those partnerships to ensure consistency and coherence in the approach towards learning for children. The childminder is not caring for any children who have special educational needs and/or disabilities. However, she has a firm understanding of the value of working with other professionals when the need arises to ensure that she is meeting children's particular needs.

The childminder shows an awareness of development and seeks feedback from parents to ensure that her care is having a positive impact on outcomes for children. She has completed recent training including safeguarding, basic food hygiene and an up-to-date workshop for the Early Years Foundation Stage. Recent improvements have included an update to all policies and documentation. This has resulted in more 'parent friendly' procedures that promote relationships. She demonstrates a clear commitment to continuous development. However, self-

evaluation processes are not yet sufficiently in-depth to form the basis of internal review to focus the strengths or areas for development. Children achieve and make good progress in their learning overall because resources are offered to them which provide variety and stimulation.

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

Children are very content and enjoy their time spent with the childminder. They make good progress overall because the childminder follows children's interests and supports their needs well. She observes children as they play, sharing this with parents in daily journals and meeting with them regularly. Planned activities are varied and interesting. However, the observation does not build from a baseline starting point and is not fully used to track development. This means that potential learning opportunities may fail to be maximised to progress children towards the early learning goals. Children are actively involved in their learning. They have free access to play materials and the childminder rotates boxes from storage to offer new areas of learning. Children show that they are developing an inquisitive attitude towards learning with support from the childminder. For example, as they play with stacking beakers they begin to hide them inside the larger ones. The childminder skilfully introduces new language describing the beakers being in, under and on top of the larger ones. Children show a sense of contentment and security in the home, seeking close and affectionate attention from the childminder and happily approaching new adults. They explore simple technology pushing buttons, rotating knobs and making deliberate choices to observe the effect. For instance, very young children understand the different sounds made as they press certain buttons on the playhouse and choose one which 'sizzles'. The childminder extends children's interest in pop-up toys introducing number and the names of animals to extend children's pleasure. Children solve simple problems from a young age as they explore tactile bead frames manipulating different coloured and shaped beads from one end to the other. They are delighted when the childminder praises them and repeat the actions with different frames. Children show that they are developing language as they 'talk' constantly to the childminder responding to her during their play. Books are accessible and well used. Young children enjoy lifting flaps and are beginning to listen as stories are read to them. They engage and explore with many types of role play using cars, kitchen equipment and small world play figures.

Children have ample opportunities to explore the local community and enhance their good health. They are enabled to develop an awareness of personal safety as they follow safe road crossing procedures. Children thoroughly enjoy outdoor play. They take advantage of the local woods and parks and take play provision such as bats and balls to enjoy the larger open space. They also re-enact popular stories, such as a story about a friendly monster in the woods. They play an active part in planting and plant both flowers and fruits, such as tomatoes. Children use these physical activities to extend their learning across all areas and each Early Years Foundation Stage theme. Hygiene routines are robust and help children to understand personal hygiene and its link to their well-being. They view the prominently displayed posters that remind them when and why they must wash

their hands. Children take a keen interest in the wildlife in the garden. This is fostered by the bird feeders that are attached to the patio doors enabling children to observe the birds from close quarters. Children are becoming aware of sustainability and help to sort items for the recycling bins. Children are well nourished. They help themselves to drinks when they are thirsty showing a good understanding of personal well-being. Young children are encouraged to understand socially acceptable behaviour by observing a good example from the childminder. They have developed trusting relationships with the childminder and so feel safe in the setting. They are learning to be independent and form relationships and, consequently, are developing the attitudes that help them to develop skills for the future.

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	3
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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