

Inspection report for early years provision

Unique reference number	EY427258
Inspection date	13/10/2011
Inspector	Janice Walker

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 2011. She lives with her husband in Dogsthorpe, Peterborough. Local shops, schools and a park are within walking distance. All areas of the home may be used for childminding purposes, although, this mainly takes place on the ground floor. There are toilet facilities on both floors and children sleep on the first floor. There is an enclosed rear garden available for outdoor play. The family has some tropical fish in the lounge and also have a pet cat.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. She may care for a maximum of five children aged under eight years at any one time, three of whom may be in the early years age range. Currently, there are three children on roll, all of whom are in the early years range. She provides care all year round. The childminder has a vehicle available for her use. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder successfully promotes children's welfare in her safe and homely environment where each child is helped to settle and feel included. Children engage in a range of suitable activities which support their ongoing learning and development and take into consideration their personal preferences. Warm relationships with parents are in place and beginning to be established with other providers which contributes to continuity and consistency for children. The childminder is beginning to make use of self-evaluation to monitor the quality of her provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the daily record of the children looked after on the premises, clearly indicates their hours of attendance. (Documentation) 20/10/2011

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

- improve the arrangements for observations and assessments, in order to ensure that children's progress towards is effectively monitored and any gaps in their learning identified
- create wider and more frequent experiences and opportunities to support young children's creative development, for example, through sensory

- experiences
- develop further the opportunities for sharing relevant information with other providers for all children who attend more than one setting, to better promote continuity and consistency for children's care, learning and development.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure setting. The risk assessment processes ensure that potential risks within the home are identified and suitable precautionary action taken to ensure children remain safe. The childminder has a written policy in place relating to safeguarding and has a good understanding of her responsibilities in this area. Robust procedures mean that all adults on the premises remain suitable to be in contact with children. The childminder has attended required training and has devised a useful range of records, policies and procedures which help to underpin the safe and efficient management of her provision. All required documentation is in place, although, the information on the children's register of attendance does not always clearly indicate the hours they are present. This is a specific legal requirement.

The childminder provides a suitable range of good quality toys and resources which are easily accessible and there is space for children to eat and rest in comfort. She has established warm relationships with parents and gathers relevant information from them regarding their children's routines, backgrounds, likes and dislikes so that she can meet their individual needs. She provides a setting which is warm and welcoming to all. She knows each child well and they are happy and well-settled. Parents are kept informed about what their children have been doing through ongoing daily exchanges and they can view the daily diary entries at the end of each week. The childminder has informal systems in place to share information with other providers where children attend more than one setting, but these systems are not yet fully effective in ensuring continuity and consistency, particularly relating to their learning and development. The childminder is beginning to make use of self-evaluation to identify strengths and areas for improvement across her provision in order to support continuous improvement.

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

The home is warm and welcoming. Young children enter happily because the childminder is aware of their uniqueness. She ensures that she sets out toys that each child likes to play with to help them settle when they arrive. They confidently move around, investigating the environment and finding toys which interest them. They particularly enjoy activity centres, investigating cause and effect as they spin balls, push buttons, turn dials and lift flaps, smiling broadly at the results, especially when this is audible, as well as visual. The childminder interacts positively, drawing children's attention to other aspects of toys they choose and

demonstrating the functions of other toys. She supports young children's language skills, encouraging them to name objects and repeat words, for example, those portrayed in picture books. Toys are good quality and well maintained and the range available keeps children's interest. However, there are limited resources or planned activities which enable very young children to explore using all of their senses and to express their ideas using a wide range of media and materials. The childminder makes some useful observations and demonstrates a good understanding of what children can do and their preferences. She does not, though, link these closely enough to the developmental steps towards the early learning goals. This means their progress is not yet effectively monitored and any gaps in their learning are not clearly identified.

Warm interaction with the childminder and well-organised routines help young children to become secure and confident in the childminder's care. They demonstrate they feel safe as they snuggle closely when having their bottle and settle well to sleep. They begin to learn about possible dangers and how to keep themselves safe through the childminder's clear rules which she consistently enforces, such as no climbing on the furniture. Children's good health is promoted through daily routines which include regular times outdoors for fresh air and physical activity. Clear policies, such as those relating to infectious diseases and hygiene routines effectively support this. The childminder works co-operatively with parents to ensure she provides meals in line with their wishes, so that children have an adequate amount of food over the course of the day. This promotes healthy eating by offering fresh fruit for snacks. Regular outings to local facilities with other minded children support their developing social skills and help them develop a good awareness of their local community and the wider world. The range of activities, along with the childminder's supportive interaction ensures children have appropriate opportunities to begin to develop the knowledge and skills they need for future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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