

Inspection report for early years provision

Unique reference number	EY422459
Inspection date	07/03/2012
Inspector	Veronica Sharpe
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 2011 and lives in Highfields Caldecote, Cambridgeshire with her partner and child aged two years. Minded children use the whole of the home and there is an enclosed garden for outdoor play. The childminder uses her car to transport children to local amenities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time, two of whom may be in the early years age range. There are currently two children on roll in the early years age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder and they make good progress in their learning and development. The childminder has established good two-way partnerships with parents and works with them effectively to ensure children's individual needs are met. Documentation mostly promotes and safeguards children's welfare, although the childminder does not always ensure accidents to children are recorded. Systems to monitor and evaluate the quality of the provision enable the childminder to identify and target areas for development. Consequently, there is a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further promote the good health of children by keeping a record of accidents and first aid treatment (Safeguarding and promoting children's welfare). (also applies to both parts of the Childcare Register)
- 22/03/2012

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

- review policies and procedures to ensure information given to parents is up to date and accurate; this is with particular reference to the complaints procedure.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the childminder's good understanding of child protection issues. Clear procedures are shared with parents so they know about

her responsibilities to keep children safe. Robust risk assessments ensure the home is safe. The childminder assesses any outings to ensure risks to children are minimised. All essential documentation, including emergency information and parental permissions, is in place and easily accessible. This promotes children's health, safety and welfare. The childminder keeps parents informed verbally about any accidents to children, but does not keep a consistent record of accidents, which is a breach of the requirements.

The childminder has developed good two-way partnerships with parents and carers, which helps to ensure children's needs are known and met. Parents say their children enjoy attending the setting and that the childminder provides a home-from-home environment. She communicates daily with parents and carers, both verbally and in writing. The childminder also makes use of emails and texting to ensure parents know about their children's health and welfare. A broad range of policies and procedures are shared with parents so they understand about the provision. However, in some cases these have not been reviewed; for example, the complaints procedure does not have the up-to-date contact details for Ofsted. None of the children currently on roll attend other settings, but the childminder shows she is aware of the importance of sharing information to ensure that continuity of care and education is maintained. The childminder would work with parents to develop ways to support children with special educational needs and/or disabilities.

The childminder has a warm and welcoming home where children move around confidently. Well-organised resources enable children to choose their own activities and develop their interests. The childminder supports children well as they play; for example, she joins in their game of 'doctors'. She plans daily adult-led activities to supplement the resources, therefore offering children a balanced range of interesting experiences that promote their good progress. The childminder shows that she has a good commitment to improving the quality of her provision. She identifies training to increase her skills and is currently improving her qualifications. She has implemented a robust system to monitor and evaluate the quality of her provision and works steadily towards improving the outcomes for children; for example, she is currently researching new ideas for creative play.

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

Children show that they feel safe and confident in the childminder's care. They interact well with each other and show that they understand about sharing and taking turns. The childminder encourages children to be kind to each other and offers positive rewards, such as stickers, to promote their self-esteem. She shows a clear understanding of the Early Years Foundation Stage practice guidance and has good systems in place to track children's progress towards the early learning goals. She supports children in their play so they each have equal opportunities to enjoy and achieve according to their age and stage of development.

Children have daily opportunities to enjoy fresh air and exercise; for instance, they go to local parks or play on large equipment in the garden. They visit activity and

toddler groups to socialise and enjoy songs and music with others. Varied resources help children learn about other countries, languages and cultures; for example, they play with an interactive toy that uses Dutch words. The childminder introduces songs and stories from other countries and works with parents to develop her knowledge of their home language and culture. Children have a broad range of books within easy reach and enjoy sharing stories. Mark making is introduced through paints, chalks, pencils and crayons. Children play imaginatively together and pretend to listen to their heartbeat with a stethoscope or take each other's temperature to see if they need medicine. Younger children benefit from simple puzzles that develop their physical and problem-solving skills. Older children make shakers from empty water bottles and coloured pasta and rice.

Children's meals are made from healthy, fresh ingredients and take into account any allergies. Meals and snacks are eaten at the table, which enables children to learn good routines and habits. Water is readily available and the childminder reminds younger children to drink frequently. She helps children to be aware of keeping safe by reminding them to put away unused resources. Children regularly practise the fire drill so they know how to respond in an emergency. Consistently high standards of hygiene practice, such as wiping down the changing mat after nappy changing, protect children from the risk of cross-infection.

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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 22/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 22/03/2012