

## Inspection report for early years provision

---

<b>Unique reference number</b>	404219
<b>Inspection date</b>	14/03/2012
<b>Inspector</b>	Emma Bright
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 2001. She lives with her husband and four children aged three, four, 11 and 19 in a village close to March, Cambridgeshire. All areas of the house are used for childminding and there is a fully enclosed garden for outside play. The family has goldfish as pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, one of whom may be in the early years age range. When working with an assistant this number increases to a maximum of 10 children under eight years at any one time, of whom no more than four may be in the early years age range. She is currently minding one child in this age group on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks and drives to local amenities and attends a range of local groups. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder knows the children well and meets their individual needs through good working partnerships with parents. She provides a broad range of activities and this enables children to make good progress in their learning and development. All of the required documentation is in place to promote and safeguard children's welfare. Systems for self-evaluation are in place and the childminder demonstrates a strong capacity to maintain continuous improvement.

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

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

- improve further the two-way flow of communication between parents and the childminding provision to ensure parental consents are clear and parents know about the daily routines
- develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development.

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

The childminder has a good understanding of safeguarding children procedures and regularly attends training in child protection to ensure her knowledge is up to date. She understands the importance of informing Ofsted of any changes and all adults within the home have undergone checks to ensure their suitability, which

further safeguards children. Clear documentation and record keeping promote the safety and welfare of the children and underpin the good quality care offered. Risk assessments are in place to ensure that hazards are identified and minimised, and the childminder supervises the children while ensuring the toys and materials they use are safe and appropriate for their ages. All these factors contribute to the childminder effectively safeguarding children.

The childminder works well in partnership with parents and carers to ensure children's individual needs are met. Information is gathered from parents about their children before they start so that the childminder knows each child's individual interests and needs, which she uses to inform planning for activities and providing care. Clear written policies and procedures are shared with parents so that they know about the childminding provision. They are kept informed about their child's day through the use of a daily diary. However, some of the written consents lack clarity, which means parents are not fully informed about their child's activities. The childminder is sensitive to children's individual personalities when settling them in her home, and this ensures a smooth transition between home and the childminding setting.

A realistic self-evaluation process enables the childminder to identify areas for future development, and she reflects on her practice to ensure that children have good quality experiences. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage; however, the system has not been fully developed to make closer links with these settings. The childminder has a good understanding of child development and regularly attends appropriate training to increase her knowledge. She has developed a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's growing skills.

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

The childminder understands how young children learn and this enables her to provide a good range of experiences and activities to support each child's learning and development. Planning is in place and is flexible so that it can be adapted to focus on and extend children's interests. The childminder observes children in their play and takes photographs of them to illustrate the activities they enjoy. Information gained from her observations is used to identify the next steps in each child's learning and shows how children are making good progress in their learning and development.

The childminder provides an inclusive environment where each child is valued, and they develop warm and trusting relationships with her and each other. Children learn about the cultures of others and resources are in place that help them gain awareness the diverse society in which they live. Flexible routines incorporate trips out to offer new experiences, such as introducing young children to larger group activities when visiting local play sessions with their peers. Children regularly go out in the local area, helping them to make sense of the world and their place within it. The childminder has sound strategies in place to care for children with

special educational needs and/or disabilities.

Children explore their creativity in a range of art and craft activities, and they produce drawings and pictures to represent their ideas and give meaning to their marks. These are displayed for others to admire and enjoy. Children begin to be problem solvers as they confidently operate simple equipment, such as musical instruments or the toy microwave. Children develop their early literacy and communication skills because the childminder ensures they have lots of good quality experiences to promote these. For example, children have access to a wide range of books and they visit the local library to choose additional books. These simple activities lay firm foundations for children's future learning.

The childminder encourages children to have a healthy attitude towards food. She provides nutritious snacks and children can help themselves to fresh drinking water. The childminder helps children to be aware of keeping safe, both in the home and on outings. For example, they all practise the fire drill so that they know what to do in an emergency. The childminder has clear boundaries to help them understand about responsible behaviour, which means they can all play happily together. Children enjoy lots of opportunities for exercise in the garden or at the local park where they can move freely and practise their physical skills. This helps them to develop good muscle control, feel relaxed and develop a sense of overall well-being.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----