

Inspection report for early years provision

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Inspection date	15/03/2012
Inspector	Emma Bright
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 2001. She lives with her husband and two children aged 11 and 18 years in a village close to Wisbech, Cambridgeshire. The whole of the ground floor of the childminder's house is used for childminding and children have supervised access to the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time, of these no more than three may be in the early years age range. She is currently minding two children in this age group. 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 local groups. The family has two dogs, three chickens and three African land snails as pets. 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.

The childminder provides a wide range of activities to help children make good progress in their learning and development. She deploys her resources so that children can make choices about their play and become active learners. The childminder works with parents to ensure children are settled in her care and their individual needs are appropriately met. One of the required pieces of documentation is not in place, which means there is a breach of regulations. The childminder evaluates her practice, demonstrating a commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- keep risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 12/04/2012

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

- make better use of the observations to identify the next steps in children's learning and encourage parents to share their observations of their child's learning at home.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge and understanding of safeguarding children procedures and this knowledge is underpinned by a clear policy which is shared with parents. She understands the importance of informing Ofsted of any changes or significant events. Although visual risk assessments are carried out daily, a written risk assessment is not in place but is required by the Statutory Framework for the Early Years Foundation Stage. The childminder supervises the children carefully and ensures the toys and materials they use are safe and appropriate for their ages. The childminder has emergency contact information and clear procedures for recording and sharing any accidents.

The childminder has a good knowledge and understanding of child development which enables her to provide good quality care. She organises space and play resources effectively to meet children's needs, she has 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 childminder has an ongoing self-evaluation process to identify areas for future development. Recommendations raised at the last inspection have been addressed improving outcomes for children in terms of their safety and educational provision.

The childminder has good relationships with parents and she gathers clear information from them so that she knows about children's individual interests and needs. Written policies and procedures are shared with parents so that they know about the childminding provision. The childminder is sensitive to children's individual personalities when settling them in her home, ensuring that they are happy and feel secure to be left in her care. Good written feedback demonstrates parents' high regard for the childminder and the service she offers. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and is beginning to make links with these settings.

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

The childminder helps children to gain an awareness of how to keep themselves safe, both in the home and on outings. For example, regular fire evacuation drills are carried out so that children know what to do in an emergency. The childminder encourages children to have a healthy attitude towards food because she makes sure they have balanced and nutritious meals and snacks. She gathers clear information from parents about children's dietary requirements. Children enjoy lots of opportunities for exercise in the garden and at the local play 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. Children are learning about responsible behaviour and with support from the childminder they are beginning to share resources and take turns.

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. She organises her service to ensure that children receive individual attention appropriate to their needs. 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 at play and is developing a record of children's progress. Although, the information gained from observations is not always used consistently to identify the next steps in each child's learning. Also parents do not contribute to these records by sharing their observations in order to give a full picture of the progress their child is making.

Children learn about nature as they help to give feed to the chickens and collect the eggs. This helps them to understand about being responsible and to care for living things. Children's emotional development is promoted as they develop secure, trusting relationships with each other and the childminder. Children clearly enjoy one another's company as at the arrival of minded children they announce 'my best friend is here'. Resources are in place that helps children gain awareness of the diverse society in which they live. 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 enjoy role play and busy themselves making 'cups of tea'. They enjoy singing nursery rhymes and dancing to music. Children develop their early literacy skills because the childminder ensures they have lots of good quality experiences. For example, children have access to a wide range of books which they enjoy or they visit the local library to choose additional books which further encourages their love of books. Children are curious as they observe how musical toys work and they confidently operate simple equipment such as push and play, or pop-up toys. The childminder develops children's learning by introducing mathematical concepts, such as, counting and colour recognition in their play. These simple activities lay firm foundations for children's 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?	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	3
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

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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:

- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (also applies to the voluntary part of the Childcare Register) (Procedures for dealing with complaints) 12/04/2012

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 compulsory part of the Childcare Register. (Procedures for dealing with complaints) 12/04/2012