

Inspection report for early years provision

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Inspection date	17/04/2012
Inspector	Jacqueline Mason
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 and two children aged three and 14 years old in the village of Burwell in Cambridgeshire. The whole of the childminder's house is used for childminding, with the exception of three bedrooms on the first floor. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range and of these, one may be under one year old. She currently cares for three children in the early years age group on a part-time basis.

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 are happy and settled in the childminder's warm and welcoming home. The childminder is careful to ensure that all children are fully included in the daily routines and activities. These are organised to ensure that individual care and learning needs are met overall. Partnerships with parents and others, who provide care and learning for the children are effective to promote continuity of care. Children's good health is promoted well and most safety requirements are met. The childminder is aware of the benefits of self-evaluation and has begun to reflect on her practice. She is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- extend planning, observation and assessment to ensure individualised learning and development for each child
- develop methods for self-evaluation, in order to plan effectively for continuous improvement
- put in place appropriate fire control equipment, with regard to ensuring that the fire blanket is sited to enable it to be readily accessible in an emergency.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively protected because the childminder has a good knowledge and understanding of safeguarding issues. She is aware of the signs and symptoms of abuse to help her recognise when children may be at risk and knows how to report concerns in line with Local Safeguarding Children Board

guidelines. Comprehensive risk assessments are carried out for indoor and outdoor spaces used by children to ensure that all hazards are identified and steps taken to limit risks. The childminder has all necessary fire control equipment but the fire blanket is not sited to ensure that it is readily accessible in an emergency. This has the potential to compromise children's safety. Despite this, the childminder does have an effective emergency evacuation procedure and this is practised with the children to ensure that everyone knows what to do in an emergency to keep themselves safe.

Policies and procedures are routinely shared with parents to keep them fully-informed about the service the childminder provides and helps them to make knowledgeable decisions about their children's care. Successful relationships with parents have been established, resulting in effective partnerships to meet children's individual needs and promote continuity of care and learning. Parents are kept fully informed about their child's day through verbal feedback and written daily diary sheets. The childminder is also developing successful partnerships with others, who provide care and learning for the children, so that any concerns about their development or well-being can be quickly identified and managed.

The childminder recognises the importance of self-evaluation and has informal arrangements, such as discussion with parents and observation of children, to monitor the strengths of her setting and areas for development. She has also completed the local authority 'quality framework evaluation tool' but is not sure what she needs to do next to move it forward. The childminder has made changes to the way she works following her early childminding experiences, such as revising the way she plans to ensure that she is meeting children's needs and interests.

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

The childminder works well to promote effective settling-in processes, in order for children and parents to feel confident, safe and secure. Children are developing very good relationships with the childminder and confidently go to her for a cuddle. They snuggle into look at picture books. The childminder promotes younger children's interest in textures by looking at 'touch and feel' books together and providing a 'treasure basket' of natural materials, such as sponge and wood. The childminder encourages inclusion and also recognises that children have individual interests. She plans her time, so that each child is able to have individual attention and space to play with age-appropriate resources. For example, older children are able to play in the playroom while babies and younger children are occupied in the lounge.

The childminder takes into account children's interests and stage of development when planning her childminding day. She observes and records children's play but does not currently evaluate her observations fully, in order to make informed decisions about their progress and plan the next steps to meet their development and learning needs. Despite this, the childminder knows the children well and is able to talk knowledgeably about their interests and their stage of development.

She has some systems in place for planning and provides consistent routines to help children to be settled and develop a sense of belonging.

Children are developing skills for the future and a good range of toys and resources are available to promote all areas of learning. The childminder responds well to the babbles and gurgles of babies and promotes language development through talking to the children and being actively engaged in their play. Children are also taken on outings into the immediate environment, such as the local playground and the children's centre where a childminding support group meets. At these events, they are able to meet with other children and develop their social skills. Unwanted behaviour is managed sensitively, taking into account the age and level of understanding of the children. As a result, children are developing friendships with their peers and are learning to share, take turns and play harmoniously together. The childminder recognises children as individuals and promotes positive images of culture, disability and gender.

Children's health, physical and dietary needs are met to a good standard. Children are developing self-care skills, such as being helped to recognise when they are thirsty and washing their hands before eating. Children's dietary needs are met by their parents as they provide meals for their children. Children enjoy playing outdoors and their physical development is promoted through a range of outdoor toys to promote active play. Individual needs are met with regard to rest and sleep.

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	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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