

Inspection report for early years provision

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Inspection date	25/06/2012
Inspector	Anna Davies
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 child aged five years on the outskirts of Peterborough, Cambridgeshire. The ground floor and a first floor bathroom of the home are predominantly used for childminding. There is a fully enclosed garden for outside play. The house is within walking distance of local amenities, such as, schools, the library, shops and parks. The family has a cat.

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, of whom no more than two may be in the early years age range. She also offers care to children aged over five years. The childminder supports children who speak English as an additional language. 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.

Good communication links between the childminder, parents and other providers ensure that all children's needs are effectively met. Children's learning and development is very well supported. Effective use and deployment of resources and space ensures that children feel settled and secure and become active and eager learners. The childminder takes positive steps to promote most aspects of children's safety and all of the required documentation is in place to promote their welfare. Systems of self-evaluation are good on the whole as the childminder evaluates her practice and demonstrates a strong commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record the details in a fire log book of any problems encountered and how they were resolved
- develop systems of self-evaluation further in order to support the effective tracking and monitoring of any areas for future development.

The effectiveness of leadership and management of the early years provision

The childminder is clear about informing Ofsted of any significant event or changes which may have an impact on the care of children. She demonstrates a good understanding of the possible signs of child abuse and the action to take should she need to refer any concerns. All required documentation is in place to safeguard children and fully underpin their welfare and safety. This includes records of risk

assessment, which demonstrate that the childminder is able to identify potential risks and take necessary action to minimise them. Through everyday interactions, the childminder is careful to use opportunities to promote even very young children's awareness of safety. For example, a child comments that the water may be hot and when asked what else may be hot, the child points to the oven. However, the childminder has not yet carried out an evacuation drill with the children, which does not help to give them confidence in these procedures. However, she is clear about the procedures she would follow.

The childminder takes full account of the uniqueness of each child and fully respects and supports differing family circumstances. There are clear strategies in place to support children who speak English as an additional language as they are able to use their home language in the setting and share aspects of their culture, such as traditional foods, with others. A wide range of age-appropriate toys, resources and furniture are in good condition and effectively organised in the conservatory. This creates a child-friendly, welcoming and stimulating environment where children freely access activities of their choosing. This theme continues onto the outdoor decked area where children can use many resources, such as a bouncy castle, tents and tunnels, to develop their physical and coordination skills. The childminder has built positive partnerships with other providers, such as the local school that some children also attend. She shares regular information with the class teacher in order that she can support and promote continuity in children's learning. Parental feedback is extremely positive and speaks very highly of the childminder and the provision she has developed. Parents are reassured over the telephone if they call and daily diaries help to keep them informed about their children's daily activities and routines.

The childminder is genuinely committed to the children she cares for and this is also fed back by parents. She wants to ensure that each child achieves their potential and is ready for their future learning at school. The childminder is successfully achieving this goal. She demonstrates an ability to accurately reflect on her short amount of practice so far. The childminder has clear, well-targeted areas that she wishes to further develop and has already taken steps to do this, such as purchasing extra resources to reflect diversity. She does, in addition, intend to complete the Ofsted self-evaluation form so that in the future she can effectively track and monitor these areas for development that she identifies.

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

The childminder is very good at promoting children's learning through their play. Her interaction is naturally supportive, engaging and enthusiastic, which encourages children to become active and eager learners. For example, as they share a story book, the childminder asks lots of simple questions, emphasises key words and extends comments made by the children to further enhance and extend their language development. Initially the childminder gathered good levels of information from parents, which has enabled her to get to know the children very well. She is very aware of their key strengths and next steps of learning, and uses

the Practice Guidance for the Early Years Foundation Stage to support her when planning to promote these. Through her interaction with the children during activities, she demonstrates a firm ability to use this knowledge to enhance and extend children's learning further. As a result, they are making good progress. The childminder fully intends to complete a written record of children's learning and development now that the children have settled in and has all of the relevant documentation to do this.

Children are extremely happy and settled in the childminder's care given the short amount of time they have been with her. They have built a strong rapport with the childminder and happily listen to their parents as they speak to them on the telephone. Children's language development is very well supported as the childminder uses every opportunity to talk to them, ask them simple questions and repeat words that they attempt to say, as well as introducing new ones, such as 'kick' and 'catch' during ball games. Young children persevere as they solve simple problems, such as how to open and close the bonnet on a toy car. They are introduced to counting at a young age and even the youngest children can count from one to five. They are helped to count the pieces of fruit they have in their bowl and do so again when they have eaten some. Young children show a strong exploratory nature as they investigate toy boxes, picking out items and using words to describe what they find. They visit local groups and amenities with the childminder, which gives them a sense of community and good opportunities to socialise with others. All of these activities lay firm foundations to effectively support children's learning in the future. Children's creativity is appropriately supported through art and craft, role play and musical activities.

The childminder has a good understanding about maintaining good hygiene procedures. For example, the conservatory and toys are steam cleaned each week. When children touch the bin the childminder reminds them that 'bins are dirty' and helps them to wash their hands. Meals and snacks are healthy and balanced, taking full account of children's individual dietary requirements. A well-stocked fruit bowl remains freely accessible to children, which encourages them to make healthy choices. Children enjoy playing alongside the pet cat and the childminder ensures that the food and litter tray are kept in the hallway where children do not go unless supervised. Children behave very well for their young age. This is in direct response to the stimulating environment and positive interaction from the childminder, who constantly and enthusiastically praises their efforts, boosting their self-esteem.

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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