

Inspection report for early years provision

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Inspection date	17/07/2012
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 re-registered in 2011. She lives with her three adult children in an area just outside of Peterborough city centre, Cambridgeshire. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The house is within walking distance of local amenities, such as schools, shops and parks. The childminder also uses the car to access these facilities.

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 six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. The childminder also offers care to children aged over five years. She supports children who speak English as an additional language. The childminder is a member of the National Childminding Association and an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe, welcoming and homely environment for children with a keen focus on outdoor learning. She provides an inclusive service to children, which means their welfare and development needs are very effectively met and they all make good progress in their learning. A good range of resources support most aspects of children's learning. The childminder has established positive partnerships with parents as well as other providers and works with them effectively to ensure children's individual needs are well met. Systems of self-evaluation are effective and the childminder demonstrates a strong commitment to continuous improvement with clear plans to develop her service.

What steps need to be taken to improve provision further?

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

- extend the provision of resources that help broaden young children's understanding of other cultures and to reflect more positive images of diversity.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given a high priority. The childminder demonstrates a clear understanding of both the signs and symptoms of possible child abuse as well as the procedures to follow should she have any concerns about a child in her care. All documentation, records, policies and procedures required to underpin children's welfare and safety are in place and well organised. For example, risk

assessments demonstrate the childminder's clear understanding of potential risks to children in the areas of her home and the action taken to ensure that these are minimised. Children begin to learn about their own safety as the childminder uses opportunities during activities to remind them of safety rules. For example, as they use the oven to 'cook' the sand pies they have made, she reminds them not to touch the oven or to eat the pies and why.

The childminder has clear plans and strategies in place to support children with special educational needs and/or disabilities. She fully understands the importance of liaising with parents and outside professionals in order to best meet their needs. Children who speak English as an additional language are very well supported. They make very good progress with their spoken English and are positively encouraged to use and share their home language. There are a broad range of resources displayed in an inviting and accessible way to enable children to make independent choices about their play. Outdoor learning is a key focus of the childminder's. She has created a rich outdoor learning environment, which is able to be used all year round. This benefits children's good health as well as their learning. However, there are few resources and images reflecting diversity to ensure that children receive continuous, positive messages during their play about the diverse society in which they live. This is an aspect of her provision that the childminder has identified for development.

The childminder has built positive relationships with other providers where children also attend other settings. Pertinent information is shared to ensure a consistent care and learning experience between settings. Effective partnerships with parents have been established. They are kept well informed about their child's day, activities and progress. The childminder welcomes contributions from parents to ensure that she gains a complete picture of each child and can therefore meet their needs effectively. Written feedback from parents is extremely positive, commenting that she 'treats the children as an extended family'. The childminder is clear in her commitment to providing each child in her care with a good quality experience in their pre-school years. She attends regular training initiatives and has recently completed her Early Years Practice certificate, the impact of which is very positive. Systems used to self-evaluate the provision are accurate and reflective. Areas identified for further development are well targeted in order to continue to improve outcomes for children.

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

Children are offered a broad range of stimulating activities and learning experiences, covering all areas of learning. The childminder successfully promotes and extends children's learning through very effective support and interaction as she plays alongside the children. For example, she promotes children's creativity as they create sand pies together, discussing ideas about how to extend the smell and texture of these. The childminder also uses the opportunity to promote other areas of learning, for example, their problem-solving skills, by challenging children to calculate how many pies they have made altogether and whether they has made more or less than her. Observation, planning and assessment systems are

well established and clearly evidence the good progress children are making across all areas of learning. This is especially notable for those children who speak English as an additional language, where they make significant progress in their communication, language and literacy development, assuring them of a solid foundation from which to further develop once they start school. The childminder knows individual children very well and uses this knowledge, her own observations and information from parents to identify children's next steps and plan effectively for their future learning.

Children are very settled, happy and confident. They have good opportunities to develop their pre-writing skills with lots of interesting opportunities to mark make in the indoor and outdoor environment. They are encouraged in their love of books and the childminder refers children back to favourite stories as they play. This, together with trips to the local library, encourages children to develop a love of books and reading. Children independently use number and size language, for example, telling the childminder that they are getting two plates, one for themselves and one for her. They describe what they are making and notice shapes in the environment, telling the childminder that their circular piece of cheese is the same shape as a pizza. Children enjoy the natural environment with the help of a nature table outside and by growing various plants and foods in the garden.

Meals and snacks provided by the childminder are healthy, balanced and nutritious. Children are encouraged to help prepare snacks themselves and the childminder sits with them to encourage them to try new tastes and to talk about the healthy choices they make. Appropriate training and guidance is sought with regard to children with specific medical needs in order to ensure their good health and safety. Good hygiene routines and a clean, safe environment fully promote children's welfare. The childminder is a good role model for children; she fully respects their choices and decisions and enjoys their company. As a result, children behave very well and are fully engaged in all that they do.

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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