

Inspection report for early years provision

Unique reference number	EY411643
Inspection date	13/08/2012
Inspector	Emma Bright

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 2010. She lives with her husband and two children aged one and four years in Chatteris, Cambridgeshire. All areas of the house are used for childminding and there is a fully enclosed garden for outside play. The family has one pet goldfish.

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. She is currently minding two children in this age group, both of whom attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local amenities and attends 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 reflects on her practice and systems for self-evaluation are good; her capacity to continually improve is strong. Children make good progress in their learning and development because the childminder deploys her resources well and provides a broad range of stimulating learning opportunities for each child. All of the required documentation is in place to promote and safeguard children's welfare. The childminder has established good relationships with parents and works closely with them to ensure children's individual needs are well met. Good methods for observing, tracking and planning for children's learning are in place and parents are beginning to contribute.

What steps need to be taken to improve provision further?

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

- develop further the use of information gathered about children's learning so that parents have opportunities to support their child's learning at home and contribute to the record of their child's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder understands her role and responsibilities to protect children. She has a good knowledge and understanding of local safeguarding procedures and has attended training in child protection. This knowledge is underpinned by a clear policy, which is shared with parents to ensure they are aware of her role in keeping children safe. The

childminder carries out a variety of risk assessments to reduce hazards in her home and when on outings, and she ensures children are familiar with routine procedures to promote their safety effectively. The childminder is well organised with clear documentation and good record keeping, which promotes the safety and welfare of the children. For example, records of visitors and children's hours of attendance are meticulously kept up to date. These measures help to provide a safe environment for the children to play and successfully promote their welfare.

The childminder places high value on the importance of working with parents and gathers good information about children's individual needs. This enables her to take each child's uniqueness into account when planning activities and providing care. Good written feedback demonstrates parents' high regard for the childminder and the service she offers. For example, they write 'my child is clearly happy and the childminder is very flexible to fit in with changing work schedules'. Clear written policies and procedures are professionally presented to share with parents so that they know about the childminding provision. Parents are well informed about all aspects of their child's achievement, well-being and development.

The childminder has a good knowledge and understanding of child development, which enables her to provide good quality care. She 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. The childminder has developed links with other providers, such as childminders, enabling them all to work together to support the learning of children. The childminder 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 a clear and realistic self-evaluation process to identify areas for future development. She reflects and evaluates her practice to ensure that children have good quality experiences and can make good progress in their learning and development.

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

The childminder encourages children to have a healthy attitude towards food because she makes sure they have balanced and nutritious snacks, and children can help themselves to fresh drinking water to ensure they are well hydrated. The childminder is fully aware of her responsibilities to safeguard children. She helps children to be aware of being safe, both in the home and on outings. For example, they practise the emergency evacuation plan so that children know what to do in an emergency. Children behave well because the childminder has clear boundaries to help them understand about taking turns, which means they all play together happily. Children enjoy lots opportunities for physical exercise in the garden and the local park. Babies have plenty of space indoors to practise their growing skills as they crawl and pull themselves to standing on the sturdy furniture.

The childminder has a good understanding of how young children learn and this enables her to provide a wide range of challenging 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. However, although the learning records and the information gathered is shared with parents, they have fewer opportunities to support their child's learning at home, in order to contribute what they know about children's progress.

The childminder provides an inclusive environment where each child is valued. Children's emotional development is promoted as they develop secure, trusting relationships with each other and the childminder. For example, she holds babies close when they are tired, which helps them to feel secure and part of the childminding family. Children regularly go out in the local area, helping them to make sense of the world and their place within it. 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's independence and confidence are developing because the childminder organises toys and resources where they can access them, allowing them to be active learners and make choices about their play.

Children enjoy learning about nature as they tend the vegetables in the garden and go on 'bug hunts' to look for ladybirds. This helps them to understand about being responsible and to care for living things. Children develop their early literacy skills and the childminder ensures they have lots of good quality experiences to promote these skills. For example, children have access to a wide range of books and visit the local library to choose additional ones. This helps to foster children's enjoyment of books. The childminder encourages children's communication skills through effective interaction, modelling clear language and praising their attempts to copy new words. Children learn about weight and measurement through cooking activities, as they weigh ingredients, and babies begin to be problem solvers as they confidently operate simple equipment, such as push and play or pop-up toys. 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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met