

Inspection report for early years provision

Unique reference number	EY295766
Inspection date	08/12/2008
Inspector	Louise Brawn / Carly Mooney
Type of setting	Childminder

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.

Description of the childminding

The childminder registered in 2004. She lives with her son aged 29 years just outside Peterborough city centre. The whole of the childminder's house is used for childminding purposes and there is a fully enclosed garden available for outside play. Accessibility of the premises is via a step up to the front door. The house is within walking distance of local amenities, such as schools, the library, shops and parks.

The childminder is registered to care for a maximum of six children under the age of eight years. She currently cares for nine children in the early years age range on a part-time basis and two older children. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder cares for children in the home alongside another registered childminder and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a safe and homely environment for children and their families. She provides effectively for children in the Early Years Foundation Stage ensuring that all children's learning potential is fulfilled.

Children actively participate in a wide range of activities suitable to their ages and stages of development and they enjoy warm relationships with the childminder. The childminder ensures children are valued as individuals by treating them with respect and including them in the provision offered. The childminder fosters close working relationships with parents and provides them with good information about her service and their child's care and learning. The childminder has effective systems in place to self-evaluate her practice and is committed to improving the provision for children.

What steps need to be taken to improve provision further?

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

- ensure risk assessments for outings identify potential hazards.

The leadership and management of the early years provision

The childminder's home is well organised to help children have opportunities to become independent as they freely access low-level toys and resources. Documentation is sufficiently organised and written policies and procedures are effective in promoting children's welfare. The childminder has a good understanding of the Local Safeguarding Children Board procedures and is aware of the signs and symptoms of abuse. She further ensures children's safety by providing close supervision at all times and by documenting risk assessments.

However, risk assessments for outings do not detail potential hazards that have been identified by the childminder.

The childminder has good working relationships with parents who receive a wealth of information about the childminding service and their child's care. Parents have access to policies and procedures and all other relevant written records. Daily diaries completed by the childminder provide clear information about children's activities and routines and ensures information is constantly shared. The childminder initially spends time talking to parents and offering children settling-in sessions to enable her to get to know the family and discover children's interests and starting points. The childminder is then able to plan and provide appropriate activities and resources to support each child.

The childminder has a clear and realistic awareness of her own provision and identifies areas for improvement where necessary. She has taken positive steps to address recommendations made at the last inspection which has helped to further promote children's health and safety.

The quality and standards of the early years provision

The childminder plans and provides a good range of activities and play equipment to cover all areas of learning which take account of children's individual interests and needs. She has developed effective systems to plan and assess children's learning and development and uses her observations to plan the next steps in children's learning. Therefore children are making good progress. Children are happy and settled in the childminder's care and enjoy their time with her and with each other. They are generally well behaved and show care and consideration for others. All children have equal access to activities and equipment, and as a result, gain the most from the learning opportunities provided. The childminder regularly updates children's files with the progress they are making and exchanges information with parents to ensure all children receive the support and care that they need.

Children play well together, they are learning to share and take turns and are encouraged to use good manners. The childminder's close relationship with parents ensures that children's behaviour is handled consistently and any changes dealt with effectively. Children confidently ask for resources and the childminder responds positively to these requests which boosts children's confidence and self-esteem. Children's sense of belonging is promoted as their artwork is displayed around the house and they have individual coat pegs. Their independence is fully supported as they are given choices and encouraged to pour their own drinks and help themselves to vegetables at dinner time. The childminder interacts effectively with children, asking questions and engaging them in conversation to support and promote their language and communication skills. Through practical activities such as pouring liquids and cutting up fruit children learn about measures and numbers. Children have good opportunities to learn about the world around them as they go on walks to the local park, library and attend the local toddler group. Suitable indoor and outdoor provision is made for children to develop their physical skills and coordination. For example, when playing on climbing equipment in the back

garden and when running around at the local toddler group. Children's creativity is promoted as they are provided with opportunities for messy play, such as painting, colouring and playing with play dough.

The childminder is aware of her responsibilities to safeguard and promote the welfare of children in her care. For example, good health is well promoted as children learn about the importance of hand washing. The childminder ensures drinks are readily accessible and provides healthy meals and snacks such as fresh fruit. Children learn about keeping themselves safe on outings as the childminder acts as a positive role model and she talks to children about what they must do in the event of a fire. The childminder ensures she can respond appropriately if children are ill or have an accident and she has attended relevant first aid training.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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