

Inspection report for early years provision

Unique reference number	EY422981
Inspection date	06/10/2011
Inspector	Anne Archer
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 nine and two years in Great Cambourne in Cambridgeshire. All areas of the childminder's house are used for childminding, except for the main bedroom. There is a courtyard garden available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to five children under eight years at any one time including two in the early years age group. She is currently minding three children, two of whom are in the early years age group.

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's welfare is successfully promoted and they make good progress in their learning and development. Safeguarding systems are strong overall and partnerships with parents are effective. The childminder understands the children's individual needs well and works hard to meet them. She reflects on her practice after each session and has started to record her self-evaluation. The childminder is keen to attend further training to support the development of her childminding practice, particularly in relation to the learning and development requirements. As a result, her capacity to make continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the systems used to link children's next steps to progress towards the early learning goals in the six areas of learning
- review exclusion periods in the sick child policy in line with current Health Protection Agency advice to help prevent the spread of infection and maintain children's good health.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder ensures she is fully aware of all aspects of their care needs and routines. She has a good understanding of her responsibilities in relation to child protection issues and knows how to respond to potential concerns by following guidance from her Local Safeguarding Children Board. Procedures are in place to check the identity of any visitors and she likes to meet anyone collecting children on behalf of parents

before they do so for the first time.

Formal risk assessments and daily visual checks are conducted on anything children may come into contact with within the childminder's home, garden and outing venues. They are reviewed very regularly to ensure potential hazards are at least minimised. Policies and procedures are also reviewed regularly to ensure they continue to reflect the childminder's developing practice.

The effectiveness with which the childminder promotes equality and diversity is good. She has a thorough knowledge of each child's needs including their culture, beliefs and ethnicity. Children learn about people who are similar to themselves and about those who may be different through discussion, listening to stories, role play and by looking on the atlas to see where in the world their families and friends live.

The childminder's engagement with parents and carers is good. Parents are kept informed of their child's achievements and well-being through daily conversations and by regularly sharing observations, photographs and records with them. The childminder has an appropriate procedure in place for liaising with other agencies including other providers of the Early Years Foundation Stage which she has not yet needed to put into practice.

The childminder's premises are suitable and safe for purpose and they offer a stimulating and supportive environment in which children can flourish. Resources are safe and suitable and reflect the children's interests and learning needs. The childminder uses reflection and self-evaluation to assess future training needs to support her development. This commitment confirms that her capacity to maintain continuous improvement is good.

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

Children attend the setting on a part-time basis. They are settled and keen to take part in organised activities such as water painting or play dough or to play with the varied range of toys and resources which are readily available both indoors and outside. The childminder provides as much or as little support as the children require enabling them to take a full part in the activities.

The childminder makes both narrative and photographic observations of the children as they play. This provides her with information to enable her to assess their next steps and to decide what activities to provide. However, although her records are thorough, identified next steps and progress are not being linked to the early learning goals in the six areas of learning.

Children learn about the importance of adopting a healthy lifestyle through routines and the childminder's own good practices. They are learning the importance of washing their hands thoroughly before eating and how having a rest enables them to feel refreshed to carry on with their day.

The childminder holds a current paediatric first aid certificate which enables her to deal with minor accidents and injuries. She has a clear policy and procedure for caring for children when they become unwell although some exclusion periods stated within it are no in line with current advice from the Health Protection Agency. The childminder is familiar with children's dietary needs and provides them with freshly prepared snacks of fruit and vegetable sticks and ensures they have regular drinks so that they remain hydrated and feeling well.

Children learn how to keep themselves safe as they practise the emergency evacuation plan and as they chat about safe crossing places and how important it is to look and listen for cars as they walk to the park. The childminder helps children to learn how to keep themselves safe and to negotiate risk without impeding their developing independence.

Behaviour management strategies used by the childminder effectively help children to learn how to manage their feelings and to consider others. As a result, children are learning to be kind to each other and to share and take turns when playing games together.

Children enjoy a wide range of activities. They learn how to roll rather than throw a ball to each other while indoors and do so fairly accurately. They enjoy painting and drawing activities and support each other as they match the cards by colour and picture. They are beginning to relate groups of toys and bricks by colour, number and shape and can find another one the same when asked.

Children participate in imaginary play such as putting dolly in the buggy and walking to the shops. They enjoy sitting together and listening to stories and trying to join in with songs and rhymes, particularly the actions. The activities they engage in enable them to learn the necessary skills to support their 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	3
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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