

## Inspection report for early years provision

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<b>Unique reference number</b>	EY331384
<b>Inspection date</b>	29/01/2009
<b>Inspector</b>	Jean Goodrick
<b>Type of setting</b>	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

This childminder has been registered since May 2006. She lives with her family which includes one child under five years of age, on the north side of Cambridge. The downstairs area of her home is mainly used for childminding. Toilet facilities are on the first floor. There is an enclosed outdoor play area.

The childminder is registered to care for a maximum of five children at any one time and is currently minding two children under five years. She also offers care to children over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a good knowledge and understanding of child development and she is developing her understanding of the Early Years Foundation Stage (EYFS). Partnership with parents is a strong feature of this provision including effective and respectful support to young parents who are continuing their education. The childminder is willing to work with other agencies to meet children's individual needs and she encourages respect for cultural diversity. Children's welfare is given a high priority and their uniqueness is valued. The childminder has a suitable understanding of the strengths of the provision and areas that need improvement.

## What steps need to be taken to improve provision further?

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

- continue to develop children's assessment records and use them to plan for the next steps in individual children's learning
- continue to develop self-evaluation so that areas for improvement are identified; and ensure that all aspects of inclusive practice are evaluated so that children learn about differences in ethnicity, culture and language in everyday practical activities.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that Ofsted is informed about significant changes and events and ensure that the registration certificate which is displayed is amended to reflect any changes in circumstances (Suitable people).

29/01/2009

## **The leadership and management of the early years provision**

The childminder works closely with parents to meet the individual needs of the young children in her care and to promote good continuity of care. She has a settling in process so that she gets to know children and their families very well and children feel secure. Parents receive written information about the setting so that they know about all aspects of their children's care. They continue to share information about the children through regular daily chats and development records. As a result children make sound progress in their development.

Children are well supervised and the childminder has a good understanding of her role in protecting children from harm. She has a professional framework of policies and procedures which are followed conscientiously to safeguard the children in her care. Parents are made aware of her responsibilities. Risks are minimised as the childminder carries out regular risk assessments of her home and before outings. Appropriate safety equipment is in place. Documentation is generally maintained well. However the childminder's registration certificate has not been amended to reflect changes in the household and this is misleading for parents.

The childminder is experienced and well qualified. She has begun to evaluate her practice so that she can recognise the strengths of the provision and identify areas for improvement. Recommendations from the last inspection have mainly been addressed. All children are welcomed into the provision but the active promotion of respect for differences in ethnicity, culture and language remains an area for further development. The childminder is currently developing her knowledge and understanding of the Early Years Foundation Stage.

## **The quality and standards of the early years provision**

The childminder develops warm, affectionate relationships with the young children in her care. Their emotional needs are well met as they receive plenty of cuddles and support and 'snuggle in' for stories when they are ready for quiet time. Children's early communication skills are encouraged as the childminder talks to them about what they are doing, extending their vocabulary and joining in their imaginative games as, for example, they talk on the telephone. The childminder knows about individual children's interests and enthusiasms making sure, for instance that the road mat and cars are set out and asking the children if they can build a 'tall' tower with the bricks. Children are treated with great respect and the childminder supports their independence giving them plenty of opportunities to make their own choices in the bright welcoming playroom where their creations are displayed. Therefore the children develop confidence and self-esteem.

Children learn about a healthy lifestyle as they have plenty of fresh air and physical exercise, visiting local parks, walking to local groups and playing in the childminder's garden. They are well nourished as the childminder provides a good range of cooked meals and snacks with healthy options such as fruit and vegetables. She works closely with parents to ensure that children sit at the table and develop their social skills. The childminder is sensitive and skilled in helping

children to understand expectations of behaviour giving them plenty of praise and encouragement.

Children have good opportunities to learn and develop through a balanced range of adult and child-led activities that reflect their interests and capabilities. The childminder demonstrates a suitable understanding of the six areas of learning and is developing a system of observation and assessment and these are used to plan for children's next steps in learning. Good use is made of local groups to extend children's experiences and their social development.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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