

Inspection report for early years provision

Unique reference number	258113
Inspection date	02/06/2009
Inspector	Emma Bright

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.

Description of the childminding

The childminder was registered in 2001. She lives with her partner and two children aged 11 and 14 in a village west of Cambridge, Cambridgeshire. The whole of the ground floor and the bathroom upstairs of the childminder's house is used for childminding. The outdoor area is currently not suitable for use by the children. Access to the premises is via a small step.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has no pets. The childminder supports children with learning difficulties and/or disabilities and children learning English as an additional language. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The childminder has established good working relationships with parents and this ensures children's individual needs are effectively met. The childminder provides a broad range of stimulating learning opportunities for each child and this enables them to make good progress in their learning and development. The childminder is clear about the strengths and areas for improvement in her practice and evaluates the provision to ensure continual improvement. The childminder recognises the uniqueness of each child and effectively promotes inclusive practice so that children feel secure and valued.

What steps need to be taken to improve provision further?

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

- develop children's assessment records further to ensure that parents contribute what they know about their child in order to improve planning for the next steps in children's learning
- carry out regular fire drills and record details of any problems encountered and how they were resolved
- develop further opportunities for children to use their home language in their play and learning.

The leadership and management of the early years provision

All documentation is in place and regularly updated in order to promote the welfare of children. A good range of policies and procedures are in place to safeguard children; the childminder has attended advanced training in child protection and this knowledge is underpinned by a policy which is shared with parents and this means children are kept safe from harm. Thorough risk assessments are in place to ensure hazards are identified and minimised, and the childminder ensures children are supervised at all times. However, the fire drill is not carried out regularly to ensure children are clear about what to do in an emergency. The childminder has a good understanding of children's individual abilities and this enables her to provide play experiences and activities to support each child's learning needs. The childminder has a very good knowledge and understanding of child development; she regularly attends training courses to keep up-to-date with current guidance and legislation and this enables her to provide good quality care.

The childminder works well in partnership with parents and carers to ensure children's individual needs are fully met. Good information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs, and this means they settle readily and feel secure. The childminder's website gives information about the childminding practice and this is also available on paper; parents are kept informed about their child through daily diaries which can be sent via email. The childminder 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 a clear and realistic self-evaluation process to identify areas for future development; she regularly reflects and evaluates the provision to ensure that children have good quality experiences and can make good progress. The childminder has begun to develop systems to promote partnership working with other providers who also care for the children. This ensures that continuity of care and education is maintained.

The quality and standards of the early years provision

The childminder has a good understanding of children's individual abilities and interests; children enjoy their activities with the childminder and they take part in a wide range of play opportunities that help them to learn and develop. Planning is in place and is flexible so that it can be adapted to focus on and extend children's interests. The childminder has assessment records in place that help to identify what children can do and these are evolving. However, parents do not contribute to these records in order to share what they know about their child's progress and help identify the next steps in their learning.

Children's independence and confidence is promoted as the childminder organises toys and resources where they can access them, allowing them to be active learners and make choices about their play. Children learn about responsible behaviour as they take turns and are kind to each other; they confidently explain

to visitors 'we can share'. The childminder has good strategies in place to care for children with learning difficulties and/or disabilities. Children gain awareness of their own cultures and those of others. However, children learning English as an additional language have fewer opportunities to develop and use their home language in their play and learning. Children explore their creativity in a good range of art and craft activities; they freely produce drawings and pictures to represent their ideas and these are displayed for others to admire and enjoy.

Children begin to be problem solvers as they confidently operate simple equipment such as calculators and observe how the numbers change when they press the buttons. They learn about and begin to use numbers in their play and laugh with enjoyment as they try to quickly count the steps as they come downstairs. Children enjoy visits to places of interest, such as trips to the nature reserve or farm and they socialise with others at local group sessions. The childminder encourages children's language skills through effective interaction; she models good language as they attempt to copy sounds and words without discouraging their efforts so that they can use their growing skills confidently. Children's early writing skills are developing; they readily make marks in a range of activities such as writing in snow or using aqua pens on large mats to represent their ideas. These simple activities lay the foundations to support the children's future economic well-being.

The childminder is fully aware of her responsibilities to safeguard children. She helps children to understand how to keep safe, both in the home and on outings. The childminder encourages children to have a healthy attitude towards food because she ensures they have balanced and nutritious meals and snacks. Children are beginning to take part in discussing and devising menus to further support their understanding of healthy eating. As the garden cannot currently be used, the childminder ensures children have access to a good range of physical activities in local parks where they can explore and develop their large skills. Visits to activity groups and local amenities, give children a chance to socialise and develop relationships within their own community.

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

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