

Inspection report for early years provision

Unique reference number	EY440985
Inspection date	12/06/2012
Inspector	Kelly Eyre

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 2012. She lives with her partner and two children aged one and 15 years in a village close to St. Ives, Cambridgeshire. The whole of the property is used for childminding. There is a fully enclosed garden available for outside play. The bathroom is located on the first floor. The childminder is able to take and collect children from local schools and pre-schools. The family has one dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom, no more than two may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom, attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children who speak English as an additional language. 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 maintains good partnerships with parents, supporting her in gaining a thorough understanding of each child's needs and interests. She actively uses this information to help ensure that children's needs are consistently met and they are offered support so that they are fully included in activities and daily routines. Generally good assessment and planning procedures mean that children's individual development is effectively promoted. The childminder is enthusiastic about her work and aims to continuously improve her practice, attending further training and utilising generally good self-evaluation procedures to support this. She, therefore, has a clear overview of her work and can implement improvements, thereby maintaining a service which is responsive to children's needs.

What steps need to be taken to improve provision further?

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

- develop further the assessment and planning procedures in order to plan and update the next steps in a child's developmental progress and regularly review this approach
- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as the childminder has attended additional training and demonstrates a thorough understanding of issues relating to safeguarding children. A written procedure further supports this, enabling her to identify children at risk and take appropriate action. The childminder makes sure that all household members have undergone relevant suitability checks, further promoting children's welfare. Children's safety is well considered through thorough risk assessments and daily safety checks. Good practice and ongoing discussions help children gain a clear understanding about keeping themselves and others safe. For example, before going on outings, children discuss the possible risks and the importance of staying close to the childminder.

The childminder has ensured that all relevant policies and procedures are in place and this forms a sound basis on which to develop her childminding practice. She shows a positive commitment to developing this further, continuously reviewing her work and making improvements. For example, recent changes include the introduction of regular reviews with parents, enabling the childminder to gain their feedback and to ensure that children's needs are recorded and consistently met. Although, the childminder has clear plans for the future, she does not fully utilise the self-evaluation process to inform the overall review of practice and the impact of changes as they are made. Children are offered an extended variety of activities because the childminder makes good use of resources. For example, she uses local facilities, such as, a 'baby gym' and specialist sessions at the nearby children's centre. There are no children attending who have special educational needs and/or disabilities. However, the childminder fully appreciates the importance of working closely with outside agencies to effectively support children's welfare and development.

The childminder has a good understanding of the importance of promoting anti-discriminatory practice and has ensured that her daily procedures are inclusive. She respects each child as an individual, taking their needs and interests into account when planning activities. Her good role modelling promotes a positive environment and encourages children to understand and respect each other. The childminder builds good relationships with parents, keeping them well informed of their child's progress, for example, through the use of daily diaries and updates on her website. Continuity of care is promoted as the childminder has good relationships with other professionals. For example, she regularly visits the local pre-school and ensures that she is aware of what children are doing so that she can provide complementary activities.

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

Children make good progress because the childminder has a thorough understanding of the Early Years Foundation Stage. She observes children as they play, assessing this information in order to build a clear picture of their

developmental needs. She then plans a range of relevant activities to support their individual development. However, this is not fully promoted because the assessment and planning procedures do not clearly show how children's next steps are consistently updated and fed into the overall activity planning. Children's safety is prioritised and their behaviour demonstrates that they feel secure with the childminder. For example, they make independent choices about their resources and activities. They therefore, take an active role in their learning and this supports them in developing positive attitudes to this.

The childminder's thoughtful provision of accessible resources means that children are offered a varied range of opportunities. For example, young children enjoy sitting together on a mat in the garden and exploring the musical instruments. The childminder encourages children to determine their own play, joining in appropriately to extend this. For example, children have time to draw with chalks before the childminder joins them, encouraging them to name the colours as they draw. Good use is made of incidental learning opportunities in order to extend children's learning. For example, young children playing with toy food are encouraged to extend their vocabulary by naming each item.

Children are encouraged to be active learners, explore and learn about living things. For example, they grow their own herbs and use these in cooking activities. The childminder's clear, forward planning, means that children are offered a wide range of activities that extend their knowledge. For example, their understanding of the world and their communication skills are extended on a visit to the farm as they hold baby chicks and help collect eggs, taking these home and telling their parents the story of how they collected them.

Children's awareness of the relevance of healthy lifestyles and practices is promoted. For example, their understanding of the importance of a healthy diet is developed as they help prepare their snacks, discussing different food groups and why it is important to eat a balanced diet. The childminder's good interaction with children helps promote their learning and extend their vocabulary. For example, young children enjoy a game where they name facial and body parts.

Children learn skills for use in future life as they build appropriate relationships with the childminder and their peers. Their understanding of appropriate behaviour is developed as they learn to share the resources and work out turn-taking. Children's awareness of diversity is promoted as they access relevant resources that are available on a daily basis. For example, they play with a wooden model of an Egyptian pharaoh and play African drums and other instruments from around the world.

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