

Inspection report for early years provision

Unique reference number	222209
Inspection date	14/11/2008
Inspector	Denise May Smith
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1985. She lives with her husband and their two adult children in a Fenland village near to Huntingdon, Cambridgeshire. The downstairs of the childminder's house is used for childminding. The premises are accessed via a small step and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children under five and one child aged eight before and after school. The childminder may work with an assistant and is also registered on all parts of the Childcare Register. She walks or drives to the local school and pre-school to take and collect children and works in partnership with other settings who also deliver the Early Years Foundation Stage (EYFS). The family have two pet cats.

Overall effectiveness of the early years provision

The childminder effectively provides for all children in the Early Years Foundation Stage. She takes great care to understand the children's individual needs, working closely with their parents to gather a wealth of information so that she can provide a fully inclusive practice for all. The childminder has begun to put systems in place to formally assess and develop her childminding service. She demonstrates a sound ability to identify what she does well and to make plans for future improvements.

What steps need to be taken to improve provision further?

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

- consolidate the links between the observations of children's achievements and planning for their next steps in their learning.

The leadership and management of the early years provision

The childminder is careful to organise the children's day according to their individual needs and interests. She has a multitude of clear, well written policies and procedures which are carefully followed and underpin the good day to day practice. This ensures that she works to the Early Years Foundation Stage framework (EYFS) which helps her to promote positive outcomes for children. Her home is suitably organised and she offers children a friendly, homely environment where all children are welcomed and included. She has conducted clear risk assessments to ensure that children can play safely and she thoughtfully plans how she can help children to develop an understanding of keeping themselves safe and free from harm.

The childminder shows a clear commitment to developing her knowledge and to

keep up to date with current child care practice as she attends training on a regular basis. She is able to effectively implement what she has learned into the daily care of the children. She has recently attended training relating to the EYFS, safeguarding children and is currently in the process of organising a food safety course for herself and other local childminders.

The childminder works well with other childminders and is keen to learn and to share good practice. She is clear about what she does well and is always looking for ways to further develop her practice. She is in the early stages of establishing written systems to evaluate and further develop the good standard of care already offered to the children.

The childminder develops good working relationships with parents and carers. She takes time to explain and share with them her extensive policies and procedures. They discuss the children's needs thoroughly and agree their care and routines, allowing the children to benefit from a consistent approach. The childminder shares information with parents relating to her assessments of children's progress, although, this is not yet clearly established.

The quality and standards of the early years provision

Children make good progress in their learning and development because they enjoy a wide range of play experiences. They are able to choose from a good range of toys and books which interest them, providing them with choices and enabling them to be independent. Resources are rotated in order to maintain children's interest. They enjoy completing jigsaws with the childminder who offers very good support, extending children's knowledge and understanding as they develop their recognition of numbers, colours, shape and size. The childminder asks the children simple questions to encourage them to think about what they are doing. The children develop their communication and language skills as they enjoy looking at books with the childminder and listening to stories. They have plenty of opportunities for play both indoors and outdoors each day. The childminder plans interesting activities for the children which support their understanding of the wider world. For example, she takes the children to the local supermarket, the children do their shopping, scan the items at the self-scan till and then pay for their shopping. As well as being a fun activity, this helps to develop their understanding and contributes towards their future economic well-being.

Indoors the children explore a range of creative activities and create their own games. They organise talent shows, such as, 'X Factor' and 'Britain's Got Talent'. This helps to develop children's self-esteem and confidence. The childminder further promotes children's confidence throughout the care provided. She praises them often and encourages their efforts whilst managing any inappropriate behaviour. The childminder demonstrates a fully inclusive service and is proactive in supporting all children. She is able to offer tailored care to children's individual needs resulting in children who may have disabilities and/or learning difficulties being well supported. As they play the childminder notices what the children do and uses her observations to plan activities to encourage their development. She does not yet link these to the areas of learning and development which means that

children's progress is not clearly planned for.

Children's welfare is well promoted. The childminder has an outstanding commitment to safeguarding children and to keeping them safe. The children develop a wide awareness of safety issues throughout all routine activities which helps children to learn how to keep themselves safe. The children enjoy plenty of fresh air, exercise, healthy meals and snacks which helps them to develop an understanding of healthy lifestyles.

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?	1

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?	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.