

Inspection report for early years provision

Unique reference number	222383
Inspection date	22/06/2009
Inspector	Margaret Elizabeth Roberts
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 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 1994. She lives with her husband and three teenage children in Cambridge. The ground floor is used and there is an enclosed patio yard for outdoor play. The childminder takes and collects children from local schools where she is developing links to support the care she provides for the children. The family have no pets. The childminder is registered to care for a maximum of six children under the age of eight years. There are currently 14 children on roll, three of whom are in the Early Years Foundation Stage (EYFS). The childminder supports children with English as an additional language. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder provides very effectively for children in the early years age group. Children thoroughly enjoy their time spent with the childminder who makes them feel safe and extremely secure in a warm, homely environment. Children benefit from the close working relationships that the childminder has with their parents and other professionals delivering the EYFS to ensure that their needs can be met. Well-maintained documentation and the childminder's self-evaluation of the provision has a positive impact on the care children receive and brings about sustained improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- producing a system for recording visitors to the premises.

The leadership and management of the early years provision

Children's welfare, learning and development are promoted extremely well because the childminder maintains documentation required to ensure that the needs of all children are met to a very high standard. She holds appropriate childcare qualifications and has actively accessed further training to update her knowledge to enable her to provide high quality care and education for the children she cares for. Children have access to an extensive range of opportunities which they can choose freely from, which helps them to make very good progress. They are kept exceptionally safe because the childminder supervises them at all times and ensures that all persons who come into close contact with them are suitable to do so. With this in mind, she has identified that a system for recording visitors to the premises should be in place. The childminder has a good understanding of safeguarding issues and is able to respond appropriately should she have concerns

that a child might be neglected or abused. The very robust risk assessments that are conducted ensures that hazards to children are minimised, promoting their safety whether playing on the premises or on any type of outing taken either on foot or by transport.

The comprehensive self-evaluation that the childminder has developed helps her to identify the strengths and weaknesses of her provision enabling her to bring about further improvement to the provision and outcomes for children. The excellent two-way flow of communication between the childminder and the parents of the children she cares for results in each child's needs being met extremely well. Parents are provided with very good quality information and are encouraged to be involved in supporting their children's learning and development. Children benefit from the very positive well-established partnerships that have been formed with their parents and the links being developed with other professionals to ensure continuity of care for each child.

The quality and standards of the early years provision

Inspirational opportunities that are provided by the childminder motivates children to want to take part in activities and helps them to make excellent progress across all areas of learning and development. The childminder has a strong knowledge of the early learning goals and follows the children's lead to offer an excellent range of adult-led and child-initiated activities. This helps children to make significant gains in their learning with consistently good levels of achievement in relation to their starting points and capabilities. Sensitive observations are made on children showing clearly how they are progressing. These assessments are then shared with parents so that they are involved in their child's learning and development. Babies explore their surroundings with confidence, crawling around at an amazing rate, often copying their older peers such as climbing the appropriate apparatus presented in the outside area. They 'babble' away in their own language, making themselves understood through many different gestures. Children of all ages have opportunity to take part in art and craft activities. Photographs show clearly that young children painting with their hands have discovered how unusual it feels. Children experiment using a variety of resources. They see how light reacts on mirrors causing shadows of the children on the wall. Planned topics introduce them to the world around them such as the rainforests and how people live in other countries. Visits to other groups and joining in with large events such as picnics in the local country park means that children have opportunities to socialise. Children become confident, competent learners in this exciting and challenging environment.

Children are welcomed into a very safe, homely environment where their health and well-being is promoted extremely well. They enjoy themselves immensely because they feel happy and contented. The easy going, warm relationships that children have with the childminder and her grown up family supports their emotional security and helps them to settle quickly. They develop an understanding of how to stay safe as they practise road safety when going for walks. Children as young as two shout 'stop' as they reach the roadway, putting up their hand to make sure that everybody does so. They make healthy choices about

what they eat as they visit the local shop each day to choose the 'fruit of the day', to be prepared at snack time. Children behave exceptionally well as they follow the childminder's good role model. She is kind and caring which has a calming effect on very young children. Giving appropriate reassurance and contact the childminder is exceptionally skilled in diffusing situations that could become antagonistic by intervention techniques and distracting children by channelling them to play with an activity. Children thrive in this child friendly environment.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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