

Inspection report for early years provision

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Inspection date	22/12/2010
Inspector	Anna Davies
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2003. She lives with her husband and two children aged 11 and 13 years in a township just outside Peterborough City Centre, Cambridgeshire. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The house is within walking distance of local amenities such as schools, the library, shops and parks. The family have no pets.

The childminder is registered on the Early Years register as well as the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has established good working relationships with parents and this ensures children's individual needs are well met. Children make good progress in their learning and development because the childminder makes effective use of local amenities and provides a broad range of stimulating learning opportunities for each child. The childminder recognises each child's individuality and effectively promotes inclusive practice so that children feel safe, secure and valued. Methods for observing, assessing and planning for children's learning are evolving.

The childminder evaluates her practice and demonstrates a firm commitment to ongoing improvement and providing the best quality care for children that she can.

What steps need to be taken to improve provision further?

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

- develop further the use of assessment records to promote all children's individual learning and to further enhance their good progress towards the early learning goals
- ensure that the child protection policy is written in line with Local Safeguarding Children Board guidance and procedures.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children procedures and has attended training in child protection; this knowledge is

underpinned by a written policy which is shared with parents. However, this policy is not written in line with the Local Safeguarding Children Board guidance and procedures to ensure that the childminder has an accurate point of reference in the event that she has concerns about a child in her care. Thorough risk assessments are in place to ensure that hazards are identified and minimised. This ensures that children play in a safe environment. Children are encouraged to keep themselves safe. For example, they are reminded to be gentle when using equipment and to remove their socks when playing ball in the house because of the wooden flooring. Children feel safe and secure and this is demonstrated through their contented, happy and confident disposition. All required documentation is in place which effectively underpins the good quality care provided and ensures the well being and safety of children in the childminder's care. This includes permission from parents to seek emergency medical advice and/or treatment which was a recommendation made at the last inspection.

The childminder provides a welcoming and inclusive environment where each child is valued and they are clearly settled and comfortable in her care. She has been childminding for a number of years and uses her experience and knowledge of child development to plan and deliver a good range of activities both within her own home and at a wide variety of toddler groups as well as at group activities with other childminders and their minded children. Children have access to toys and resources at their level enabling them to make independent choices in their play.

The childminder works positively in partnership with parents to ensure children's individual needs are fully met. Clear information is gathered from parents about their child before they start, so that the childminder knows children's individual interests, needs and backgrounds. A daily diary provides a two-way flow of information between the childminder and parents to ensure that they feel fully informed about their child's day. Children's changing routines and needs as well as learning at home are also noted which helps the childminder to continue to meet and plan for their individual needs. Feedback from parents is very positive, commenting that the childminder provides 'A very happy, family environment', and 'she is very professional, kind, caring and considerate'. Consistency is effectively promoted when children attend more than one setting. For example, the childminder has established effective partnerships with other providers ensuring that two-way information is shared in relation to children's welfare and learning and development.

The childminder is committed to maintaining continuous improvement and has attended various training courses since her last inspection which she feels have helped her develop her childminding business. She has evaluated her provision against the Every Child Matters outcomes for children and is able to talk about the areas that she wishes to further develop in the future.

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

The childminder has a clear understanding of children's learning needs, interests and the aspects of development she wishes to promote next. She supports children effectively as they play. For example, she asks young children simple questions as they share stories together, giving children time to think and point to pictures of interest. She responds to their attempts at talking and gives them opportunities to express their feelings. The childminder has cared for children previously who speak English as an additional language and has good systems in place to support their development.

Planning is flexible to take into account children's interests, planned activities and regular attendance at local toddler groups which give children good opportunities to socialise with others. The childminder records observations relating to aspects of children's learning. For the most part these are effective, linked to the areas of learning, evaluated and next steps identified. However, more recently, especially for the newest children, these have lapsed and the childminder relies on the good knowledge that she has about each child in order to plan activities to meet their individual learning needs. This knowledge takes into account contributions from parents in the daily diaries.

Children are confident to express their wishes and make independent choices. For example, when children indicate they are ready for a snack from their lunch bag, the childminder respects this choice. Young children behave well, they learn how to take turns and share popular toys. The childminder handles minor incidences of inappropriate behaviour in an age appropriate and calm manner. Children sit on the childminder's lap to share books and this aids their language development and shows that they have a warm relationship with her. They have lots of mark-making and creative opportunities within the childminder's home as well as at the local groups they attend. Young children solve problems as they help to construct with bricks and complete jigsaw puzzles. Counting is promoted during everyday activities such as recognising numbers on car registration plates and front doors. Children have opportunities to learn about weighing and measuring ingredients during cooking activities. For example, they mix and weigh out ingredients when making scones and watch them grow in the oven. Children demonstrate their curiosity, for example, as they investigate the large snow globe, pressing the buttons to make it snow. This also teaches them about cause and effect. Children learn to take care of living things. For example, they plant seeds, learning that they need a blanket of soil over them to protect them and water to help them grow. Children learn from regularly mixing in a diverse society, and through the good range of diverse toys and resources, to respect different cultures and peoples similarities and differences. All of these simple activities begin to lay the foundations to support the children's future economic well-being.

Children enjoy regular fresh air and exercise both indoors and outdoors. For example, when the weather is unfavourable due to a heavy snow fall, children enjoy a game of ball in the hallway which gives them opportunities to develop their balance and coordination and to use their energy. Children enjoy using their

imagination, for example, as they pretend to have conversations on their toy telephone. They enjoy music and dance at local groups and have role-play and dressing-up opportunities.

Children's welfare is effectively promoted. Children are cared for in a clean, homely environment and learn effectively at a young age about maintaining their own personal hygiene. For example, they wash their hands before meals and snacks and learn to cover their mouths when they cough. Meals and snacks are provided by the parents and supplemented, if needed, by the childminder. The childminder ensures that children have access to drinks at all times. She uses opportunities, through discussion, to educate children about healthy living. For example, she explains why too much juice may have a detrimental effect on their teeth. Clear documentation is in place to record any medication administered and any accidents that occur. The childminder has a valid first-aid certificate which ensures that she is able to effectively deal with minor injuries.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- put in place a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by e-mail (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register). 12/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register (Procedures for dealing with complaints). 12/01/2011