

Inspection report for early years provision

Unique reference number	EY374177
Inspection date	08/12/2008
Inspector	Lynne Kathleen Talbot
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).

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 June 2008. She lives with her husband, one parent and two children aged three and seven years in a village close to St. Neots. The whole ground floor of the home is used for childminding. The garden is not available for childminding use. Access to the childminder's home is via a single step from a level exterior pathway. There is a single step between the hallway and family room.

The childminder is able to provide care on each weekday during term-time and school holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to provide four places for children. There are currently eight children attending on a part-time basis, five of whom are within the Early Years Foundation Stage (EYFS).

The children live locally. Three children attend other settings such as the early years unit of the local primary school and the local pre-school. The childminder is able to provide care for children with learning difficulties and/or disabilities and those for whom English is an additional language.

Overall effectiveness of the early years provision

The childminder provides effectively for children within the EYFS with clear systems established to begin to show children's progress. Arrangements for safeguarding children are robust and their welfare is promoted successfully. Children are engaged with a broad range of activities that are planned with a flexible approach taking into account each child's developmental stage. There is a close working partnership with parents and contact has been made with other settings, offering EYFS, to establish clear communication. The childminder uses research and publications to continue professional development and has training courses booked but has not yet implemented a clear method for self-evaluation to recognise her strengths or weaknesses.

What steps need to be taken to improve provision further?

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

- develop the use of planning and assessment to show how they link to the next steps for children, show the progress which children are making and ensure that initial starting points involve parental input
- notify Ofsted of any change proposed to persons present when childminding takes place to enable all relevant checks to be completed
- continue to develop the procedures for evaluating daily practice.

The leadership and management of the early years provision

Policies and procedures are used very effectively to promote the welfare of children attending the setting. The childminder has a clear understanding of issues relating to safeguarding and ensures that parents are kept fully informed by displaying relevant leaflets and contact details on the notice board. Extra safety measures include the use of a visitor record. The childminder has introduced questionnaires for parents, but has not yet completed a procedure for evaluating her practice or identifying her strengths or weaknesses. She has a sound understanding of the welfare requirements for the EYFS, however has not fully completed the procedure for clearances for assistants to allow full checks to be obtained.

The home and resources are well organised, with thorough risk assessments for the home and outings, to ensure that children are able to self-select materials and initiate learning. Open boxes and shelves are filled with good quality provision whilst the wall displays encourage children to reflect on past activities and plan for the current themed works. Flexible planning encourages children to experience a wide range of activities and regular exploration of the local community fosters an awareness of the world around them. Access to washroom facilities on the ground floor, with individual provision, encourages independence.

The childminder has very good relationships with parents and carers to ensure that children make good progress. Steps to promote children's individual needs are clear and discussed daily supported by daily diaries. Links with other settings have been established and the childminder ensures that any topics complement works in other settings and extends the interests shown by children. Observation and assessment journals show samples of items made, photographs and annotated observations. However, they do not yet show the progress made from initial starting points or the ongoing involvement of parents.

The quality and standards of the early years provision

Children are offered a wide range of activities that support their development. The childminder is attentive and ensures that each child is offered encouragement and praise throughout the day. She works closely with children to ensure that they feel valued and have a sense of belonging. They have regular opportunities to explore religion, culture and daily life to promote mutual respect. For instance, past topics have included festivals related to both Muslim and Buddhist religion. They have explored St. Andrews Day and plan to look at Pagan festivals under the winter theme as well as Human Rights day. An activity arising from these topics has been looking at languages, children explored how to say 'hello' in other languages and displayed these on their boards.

Children explore topic works such as 'Winter' using many activities such as collecting leaves, counting and identifying the shapes of leaves, visiting the library to search for related books, making collages, word searches using winter topics and baking leaf-shaped biscuits. Children engage in activities that help them to

explore the wider community and reflect on current and past events. For example, they discuss Remembrance Sunday and carry out activities using poppies. They embark on fund-raising for 'Children In Need', gaining a great deal of understanding about helping others around them both in their local community and across the world.

Children develop an interest in shape, colour and problem solving each day as they try creative works. Each child is encouraged at their own level with younger children exploring the textures and materials available whilst older children create many decorative works. The childminder observes all activities closely and uses a camera to capture children's developmental strides for their journal. Annotated observation and assessment shows children's current stage of development and interest but these are not yet used to identify next steps nor to feed the planning programme, which means that activities may fail to capitalise on the information gained to continue fostering development.

Children are cared for in a safe environment. They take part in routines that promote their understanding of hygiene and health such as helping to grow vegetables that are later used to make healthy home-cooked meals. They access washroom facilities independently and understand the use of individual towels to prevent cross-infection. Children learn about road safety when out in the community and have regular discussions about the 'going out' rules that help them focus on the need to keep themselves safe. Children take part in regular evacuation routines each month to reinforce their awareness of home safety.

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.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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

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 registration.

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.