

Inspection report for early years provision

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Inspection date	11/03/2011
Inspector	Sandra Hornsby
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 2010. She lives with her husband in a small town to the east of Peterborough, Cambridgeshire. The whole of the childminder's bungalow is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children at any one time. There are currently two 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 with special educational needs and/or disabilities and children who speak English as an additional language. The house is within walking distance of local amenities, such as, schools, the library, shops and parks. The family have a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is very aware of the uniqueness and individuality of the children enabling their individual needs to be successfully met. She promotes inclusive practice and recognises and celebrates the uniqueness of each child and this helps them to feel a sense of belonging and feeling safe. Effective policies and procedures are followed and safety is maintained and risk assessments are clearly recorded. Children make good progress in learning and development as they enjoy a wide range of activities, play opportunities and challenging experiences. Highly effective partnerships between the childminder and parents ensure children's needs are met. The childminder fully understands her strengths and identifies realistic areas for development. She has made very good progress to develop her service since registration and demonstrates the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to share information about children's individual learning and development when children attend more than one setting to ensure continuity.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a very good understanding and commitment to safeguarding children. Arrangements for safeguarding are robust and carefully

managed through suitable training and clear policies and procedures. The childminder is able to recognise signs and indicators of children who may be at risk of harm and is able to liaise with appropriate agencies. Risk assessments are completed to keep children safe in the home, garden and on outings. The childminder ensures identified hazards are minimised and clearly records these in the written risk assessment. The childminder has well organised and comprehensive documentation which is used effectively in order to promote the welfare of children. A good range of policies and procedures are in place. Very good use is made of space in the home to provide a wide range of different activities and experiences. Children's work is displayed around the house valuing what the children do. Children use a playroom and quiet room that offer quality resources that are varied and age appropriate. This helps to support children to achieve their next steps and learning goals. Children have opportunities to be outside on a daily basis. The garden has some resources to provide for learning in most areas of development. For example, a sand pit with spoons, pots and pans.

The childminder has a very good relationship with parents. She offers a flexible service that meets the children and parents needs well. Good information is gathered from parents about their child before they start so that the childminder knows children's individual interests and needs. Children benefit as they settle quickly and feel secure. The childminder and parents share useful information everyday and exchange written information, photographs and observations on a regular basis. This ensures parents are informed of their child's progress and enables them to see how their child is making good progress. Newsletters, a notice board and detailed policies and procedures offer parents clear and detailed information. Parents are asked to contribute their views and suggestions about the provision in the newsletter. The childminder is aware of the benefits of pro-active working relationships with external agencies, but does not yet have opportunities to develop links with other providers delivering the Early Years Foundation Stage. The childminder provides a welcoming, child-friendly environment by displaying children's photographs and examples of their work to support children's self-esteem and pride and posters and pictures that represent the wider world. Resources, toys and equipment are well-organised to allow the children of all ages a choice of resources that take into consideration their likes, dislikes and current stage of development. Information and observation help the childminder to provide a personalised experience and for her to have realistic expectations of the children. The childminder is highly committed to improvement. Alongside her local authority advisor, she identifies her strengths and weaknesses. The childminder uses the local authority evaluation tool and implements an action plan. Her actions are realistic and she has already implemented many of the actions set. She is seeking to improve her professional development and update her skills and knowledge. She is able to identify the strengths, weaknesses and overall quality of her service and makes good use of her findings to develop the provision.

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

Children choose what they would like to play with from a wide range of resources, some of which reflect the wider community in a welcoming and child-friendly

environment. Children demonstrate that they feel safe and secure as they confidently and happily play well on their own with role play equipment and with the childminder. They share eye contact, cuddles and smiles and children receive praise and encouragement. Children's individual needs are well-met. Babies and children learn about health and hygiene routines as babies excitedly wash and splash their hands in a bowl of bubbly water before lunch. Children have a balanced diet which they eat with great skill and independence articulately using a spoon to feed themselves. Children use the garden where they use large and small equipment, such as, sand with spoons, pots and pans. This helps babies and children develop their smaller hand-eye co-ordination, imagination and creativity. Children go for walks everyday where they get fresh air and opportunities to develop their larger physical skills. This is beneficial for their health and fitness.

Planned outings and activities increase their awareness of the world and community around them, such as, feeding ducks at the local park and growing vegetables and fruits in the garden. Children learn empathy, as they care for pets, going for walks, being careful and handling them with respect and kindness. Very good quality and focused interaction by the childminder during play encourages children to learn and develop well. She offers time to let children explore and investigate their play. Children and babies use their senses. They explore through hearing, watching and touching. They shake plastic bottles hear sounds and watch the items move about and use textured materials which they handle with interest. Children develop learning and social skills that equip them well for the future. Babies and childminder communicate well demonstrating a comfortable and warm relationship using key words and language to communicate their thoughts and feelings. The childminder helps all children enjoy stories and look at books and they begin to make marks and develop a creative mind. The childminder uses the Early Years Foundation Stage learning and development requirements and the Practice Guidance to plan experiences that meet children's individual needs. Information about children's background, interests and abilities is used by the childminder to tailor learning experiences to the needs and abilities of individual children. She uses observations and photographs to help identify next steps and plans experiences to help progress well in their learning.

The childminder is effective in supporting children's good health and well-being. Good hygiene practices are fully implemented and children's health is effectively promoted. Children enjoy a range of healthy foods as they enjoy meals and snacks each day which offer variety and choice. Their dietary needs and preferences are known by the childminder who ensures that these are catered for. The childminder can respond appropriately if a child becomes ill or has an accident because she holds a current first aid certificate and keep good records about accidents and medication. She helps children to gain an awareness of how to keep safe, both in the home and on outings. The childminder has a range of road safety practices and reminds them of the 'stranger danger' on outings. Children understand about fire and they practise fire evacuation procedures regularly.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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