

Inspection report for early years provision

Unique reference number	EY428372
Inspection date	10/11/2011
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband and one child aged two years in a village close to Peterborough, Cambridgeshire. The whole house is used for childminding, with sleeping facilities and additional play space located on the first floor. There is an enclosed, secure garden for outside play. The premises are accessible by one small step. The family has two cats. The house is within walking distance of local amenities such as schools, the library, shops and parks.

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. She is currently minding four children in this age group all on a part time basis.

The childminder is a member of the National Childminding Association (NCMA) and is working towards the Early Years and Childcare Quality Framework.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good progress in their learning and development as the childminder uses space and resources very well and provides a broad range of stimulating learning opportunities for each child. Good methods for observing, assessing and planning for children's learning are in place and continue to develop. The childminder promotes equality and diversity well. Some required information to be shared with and obtained from parents in order to promote children's safety and welfare, is missing. Systems of self evaluation are generally effective and the childminder demonstrates great passion, ambition and drive towards maintaining continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide parents with information about the procedure to be followed in the event of a parent failing to collect a child at the appointed time and in the event of a child going missing (Safeguarding and promoting children's welfare) 24/11/2011
- obtain written parental permission at the time of a child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 24/11/2011

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

- ensure that observations and next steps are broad and balanced covering all areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a secure understanding of the procedures to follow should she have concerns about a child in her care. Her clear policy informs parents of her duty to protect children. Effective risk assessments are in place for the premises, garden and all types of outings undertaken with children. For example, children carry identification cards which contain emergency details should they become lost. Most policies, procedures and documentation are in place to promote children's safety and welfare. However, written permission for the seeking of any emergency medical advice or treatment in the future is not obtained from parents at the time of a child's admission to the provision which potentially compromises their safety in the event of an emergency situation and is a legal requirement.

The childminder has clearly put a lot of thought and effort into creating a stimulating learning environment for children. For example, a wide range of well labelled, high quality, accessible resources and equipment are laid out in the lounge, two playrooms and outdoor messy play area. All areas are bright, friendly and welcoming giving children a strong sense of belonging. Inclusive practice is promoted effectively. Activities are successfully adapted according to children's ages, abilities and learning needs. The childminder values the uniqueness of each child and responds warmly to their individual needs. She has a wealth of previous experience working with children with special educational needs and/or disabilities as well as with other professionals to meet and support children's additional needs.

The childminder does not currently care for any children also attending other settings. However, she has clearly thought about how she would establish and maintain effective partnership working in order to provide consistency. The childminder shares an appropriate range of policies with parents so that they are aware of most of the procedures she follows. However, she has not shared information about the procedures to be followed in the event of a parent failing to collect a child at the appointed time or in the event of a child going missing. These are both legal requirements. A communication book provides an effective information sharing tool between the childminder and parents, ensuring that children's individual needs and routines are respected and shared. Parents record 'wow' moments from home to help the childminder gain a complete assessment of children's learning. Parent's feedback about the provision is very positive. For example, one comments 'I am delighted at the range of activities my child takes part in, the timetable is always interesting and fun' and another; 'we think you are amazing'.

The childminder demonstrates clear passion, ambition and drive. She has worked extremely hard to develop her childminding business in such a short space of time, making very effective use of her resources, space and developing well-presented documentation to support positive outcomes of children. Systems of self evaluation are generally effective although failed to identify missing legal requirements in relation to safeguarding and promoting children's welfare. Well-targeted areas for development have been clearly identified in action plans and for this reason, the childminder demonstrates a good capacity to maintain continuous improvement.

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

Children make good progress in their learning. They are offered a good range of activities and learning experiences covering all areas of learning. The childminder supports and delivers activities effectively, engaging children at their level. For example, she introduces a 'Jack and the Beanstalk' story sack, showing children props such as a packet of beans, play figures and book. She uses the opportunity to promote language development by giving them new words to extend their vocabulary and asks them what the soil and water feels like. She introduces counting as they count the beans to sow in their plant pot and asks them questions to extend their knowledge and understanding of the world such as 'What do these beans need in order to grow?'. These types of activities promote effective skills to support children's future economic well-being. The childminder has worked hard to implement effective observation, assessment and planning systems. Observations are well presented and some next steps effectively identified and used to inform future planning so that activities meet children's learning needs and interests. However, the range of observations and next steps made to date are unbalanced across the areas of learning. This makes it difficult to evaluate the progress children are making and to swiftly identify specific gaps in learning.

Children are clearly happy, comfortable and settled in the childminders care. They confidently make choices in their play and give signals when they are tired because they know that the childminder will respond warmly. Children enjoy good opportunities to make marks. For example, younger children make marks in paint understanding that they need more paint on their fingers to make more and more marks. They enjoy a good range of books and this enjoyment is promoted effectively by the childminder. Young children show their developing problem solving skills as they stack different sized rings and work out which items will fit down the chutes of the toy giraffe. Children learn about nature as they collect natural resources to paint with and investigate, visit woods to hunt for bugs and local farms. They regularly attend local groups where they are able to socialise with others. A good range of resources and images promotes children's awareness of diversity. Children understand about keeping healthy as they make smoothies, learn about food items that are regarded as a 'treat' and discuss healthy options during baking activities. They have regular exercise and fresh air as well as enjoying trips to a local gym to use equipment and resources which provide

suitable challenge to their physical skills. Childrens creativity is promoted effectively through art and craft, role play and music and dance activities.

The childminder's home is extremely clean and well-maintained. Effective systems are in place to reduce the risk of cross contamination. For example, children use liquid soap and individual coloured hand towels. They learn about the importance of hygiene routines in a fun way, for example, singing 'this is the way we wash our hands'. A healthy, balanced and nutritious range of meals and snacks are provided in good quantities which promotes children's good health. Records of accidents and medication administered are well maintained. The childminder has completed a first aid course to ensure that she is able to effectively deal with minor injuries. Children learn about safety as they are asked 'Where's the green man?' before crossing roads safely and are reminded not to put inappropriate items in their mouth. However, children potentially develop a false sense of security because of the safeguarding issue raised earlier in the report.

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?	3
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	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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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