

Inspection report for early years provision

Unique reference number	222831
Inspection date	22/01/2009
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 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 1999. She lives with her husband and two adult children in a village close to Huntingdon, Cambridgeshire. The whole of the childminder's house is used for childminding except for the ground floor office and there is a fully enclosed garden for outside play. Access into and out of the childminder's home is at ground level and there are downstairs toilet facilities.

The childminder is registered on the Early Years Register to care for a maximum of six children at any one time. There are currently seven children on roll, three of whom are within the early years age range. The provision is also registered on the compulsory part of the Childcare Register. The house is within walking distance of local amenities such as a school, toy library, park, pre-school, activity groups and shops. The family has no pets.

Overall effectiveness of the early years provision

The childminder ensures that a comfortable and welcoming home is provided for all children and they share warm relationships with her. She has a sound understanding of how children learn and has begun to put in place observation and assessment arrangements for each child. The childminder recognises that all children are individual and promotes a suitably inclusive practice. She works appropriately with parents and has begun to consider ways of establishing partnerships with other providers also delivering the Early Years Foundation Stage (EYFS). The childminder currently has some informal systems of self-evaluation and appreciates the need for these to be more robust in order for her to effectively identify strengths and areas for development such as ensuring all the required documentation is in place.

What steps need to be taken to improve provision further?

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

- continue to develop assessment arrangements, ensuring that observations are linked to the areas of learning so that progress towards the early learning goals can be monitored and that next steps are consistently identified to help inform the future planning of activities
- develop closer links with other settings providing for children in the Early Years Foundation Stage, to further support children's learning and development
- develop the use of systems to self-evaluate the provision and identify strengths and priorities for improvement.

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

- carry out a full risk assessment for each type of outing undertaken with children (Safeguarding and

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promoting children's welfare).

The leadership and management of the early years provision

The childminder organises her home to ensure that children have satisfactory opportunities to choose their play and be independent. She ensures daily routines take account of children's individual needs, providing activities within the home and opportunities to develop their knowledge of the wider community by attending local toddler groups. Children are suitably protected because the childminder has a secure understanding of the safeguarding procedures, has attended training in this area and knows what to do in the event of any concerns. Children are cared for within a safe environment as the childminder identifies most hazards within the home and on outings. However, she does not maintain a written record of risk assessments for each specific outing that children participate in.

The childminder works with the parents ensuring she is aware of children's individual care and routines. For example, during trial sessions, the childminder talks with parents about their children's likes and dislikes as well as behaviour management strategies used at home. Parents are provided with a daily diary which includes information on the daily routines such as meals, nappy changes, sleep, activities and details of any accidents that have occurred, this information provides consistency in children's care. However, the childminder has yet to establish effective partnerships with other settings that also deliver the EYFS to children in her care in order that she is able to fully compliment the care and activities provided.

The childminder has some informal systems of self-evaluating her provision such as discussing good practice with other registered childminders and has identified herself that these systems need to be more robust. She shows a commitment to further developing her provision and has attended many training courses recently, including 'Healthy Lunches for £1' and 'Promoting Positive Behaviour' in order to support her continued professional development.

The quality and standards of the early years provision

The childminder ensures that children enjoy a suitable range of activities across all areas of learning which takes account of their interests and needs. She has a sound understanding of learning through play and supports children appropriately. She recognises children as individuals, valuing their contributions, for example, when they bring in items from home and acknowledging their different interests by purchasing extra interest-related resources and toys.

The childminder has begun to record some general observations of children's learning in individual books. However, these have yet to be linked to the areas of learning so that progress towards the early learning goals can be monitored effectively. Some next steps of learning have been identified although this is not done consistently.

Children are happy and settled within the childminder's care. The childminder supports their learning appropriately as she interacts with children at an individual level. For example, she allows children to take supervised risks when they initiate climbing on an upturned toy box and supports them as they jump off. Discussions about shapes, size, positional language and numbers are promoted during everyday play activities such as when building with bricks. Children's language development is effectively promoted as the childminder models more difficult vocabulary such as 'triangle' and engages in constant dialogue with children, at their level. Daily outside play and visits to the local lake to feed ducks and garden centre to see the animals and fish, provide children with opportunities to learn about the world around them and enjoy regular physical exercise. Children are able to express their creative ideas, for example, as they 'make a tunnel' with bricks. They have opportunities for messy play such as play dough and finger painting and have free access to drawing materials and paper.

The childminder has past experience of caring for children with identified learning difficulties and/or disabilities and demonstrates a positive attitude and knowledge of effective strategies to support their needs appropriately. The childminder works with parents with regard to the provision of healthy meals and snacks, taking account of any dietary requirements and outlining her responsibility towards promoting healthy eating. Older children are encouraged to consider a healthy lifestyle and take part in activities, such as making posters of healthy menus and discussions about why exercise is good for you. The childminder deals calmly and appropriately in the event of an accident. She holds a valid first aid qualification and a well-stocked, easily accessible first aid kit and records all necessary information in order to share with parents. Children learn to keep themselves safe as they learn about crossing roads in a sensible manner and are encouraged to be aware of traffic as well as practising regular fire evacuation drills. Positive behaviour is promoted through the childminder's good levels of attention, calm manner and praise and encouragement given to the children.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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 the last inspection.

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.