

Inspection report for early years provision

Unique reference number	222483
Inspection date	21/12/2009
Inspector	Sandra Hornsby

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1995. She lives with her husband and adult son in Manea, Cambridgeshire. They live in walking distance to shops and the local primary school. The downstairs living room of the childminder's home is used for minding. There is a fully enclosed garden for outside play. They have chickens in the garden.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group during school holidays. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local 'see-saw' group with the children and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder recognises the individuality of children in her care and their differing abilities and makes an effort to support children's individual needs. Children are cared for in a warm setting where the childminder enables children to make choices about their play. She has systems in place to ensure children's welfare is promoted and she maintains a secure environment where children feel safe. Safeguarding arrangements are in place and children are protected by Local Safeguarding Children Board procedures. Children's medication administration is not always recorded accurately, but the childminder keep the parents verbally informed of when children have had their medication. Partnerships are friendly and they exchange regular information about the children's day. The childminder demonstrates a commitment to improvement and development, which is likely to bring about changes which will improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- keep a written record of medicines given to children. 06/01/2010

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

- develop the educational programme by providing opportunities for children to develop to their full potential by identifying and monitoring their learning priorities, for example, by referring to the 'Development Matters' in the

- practice Guidance for the Early Years Foundation Stage
- develop systems to observe, assess and devise next steps in learning to enable children to make good progress towards the Early Learning Goals.

The effectiveness of leadership and management of the early years provision

Sound safeguarding arrangements are in place. The childminder has clear guidance, policy and procedures that she follows should she have concerns about a child in her care. She ensures her knowledge is current and attends regular training. Steps are taken to minimize hazards and dangers are kept to a minimum by risk assessing the premises and outings. Systems are in place to make sure those collecting children are able to do so, and there is an emergency procedure in place which parents are aware of. However, not all medication records are completed fully. Information regarding the time of administration of medication by the childminder and parents signature on being told the information, is incomplete. The childminder informs parents, but this potentially puts children at risk if parents do not have correct information.

The childminder undertakes an evaluation of her provision and identifies areas where she would like to develop. She is currently caring for children irregularly and hasn't had sufficient opportunities to explore the learning and development assessment and monitoring systems. The childminder is aware of this and indicates she will develop this area of her work and understands why this is important. She has addressed the recommendations made at the last inspection. She is very committed to making sure children have learning opportunities and children progress. Children learn through the childminders interaction and enthusiasm. The deployment and wide range of resources allow the childminder to plan and children to choose what they want to play with. These are adequate and children enjoy their time. She is using training and the local authority advisor to enhance her own practice and development in implementing the Early Years Foundation Stage (EYFS) and make her provision sustainable. Although current plans for change are limited they are likely to bring about some improvement to the provision.

Equality of opportunity is promoted and children are treated with respect and valued. She is aware of the learning differences between the children she cares for and changes her teaching styles to meet their needs. She had adequate information about children in her care so she is able to meet their welfare needs. She has systems in place if she has any concerns about children in her care, but would always initially share concerns with parents. Resources are used to help children appreciate diversity and differences.

The childminder has some engagement with parents and at the end of their attendance the childminder shares a note book which includes information about what their children have done over the holidays. Each day they swap verbal information so they are both kept up-to-date with any changes or daily events. Parents are asked to make comments and lots of compliments are recorded in children's notebooks. The childminder actively seeks parents views and encourages them to discuss any concerns. The complaints procedure is shown to parents and

the Ofsted poster is on the wall. Currently she doesn't share information with other EYFS providers, but has identified how she can build up her relationships and support children's continuity of care. She does however, ask parents about the care they receive else where, their achievements and well-being.

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

The childminder has a basic understanding of the learning and development requirements and the guidance for the Early Years Foundation Stage, but has a good understanding of how children learn. She uses her skills and knowledge to effectively support children through their play. The childminder uses different teaching methods and offers a range of resources to sufficiently engage and interest children in their daily activities. Children think about questions the childminder poses and think critically about the answer. Children use books to learn about differences and comparisons as they talk about their own hair colour. The Children get along well and take turns and share the resources. They happily engage with the childminder and have cuddles and eye contact when they read books and do puzzles. Children have opportunities to use numbers in their everyday play and the childminder helps children to understand about adding and taking away, using their hands and blocks to count. Children sing lots of songs that children are familiar with. Children enjoy their play at the childminders. They use the garden and have access to a selection of toys that help support their physical development and fitness. Small tools are used during dough play and children express their ideas and thoughts about what they are making. For example, as a child squashed dough through a shape she said 'it's a snake', and enthusiastically made more and more snakes. The childminder talks to the children and reinforces words used by the young children, which are less clear. This helps children to communicate effectively. They use letters and make their own names. The younger children watch with interest. They have use of letter activity centres to further develop their knowledge and understanding of literacy. The childminder is helping children develop their skills for their future with the types of resources and interaction she offers. She challenges their thinking and offers information technology equipment, writing and reading activities. This help children develop a grounding for their future skills to build on.

The childminder is currently caring for children with an irregular attendance pattern and consequently is not able to observe, assess and monitor children's progress consistently. She is, however, aware of what children can do and plans activities around children's interests. She does record at the end of holiday attendances what children have done and shares this with the parents. However, the childminder is not conversant with the six areas of learning and practice guidance and has not yet developed systems for observing and monitoring. This hinders her from being able to fully support children's progress.

Children's welfare is mostly promoted and children feel safe and secure in their surroundings. They use the equipment and move about the setting with ease. Children get along well and share resources taking turns and having fun. The childminder has a caring disposition and understands the needs of the children to

help them stay healthy and support their well-being. Although parents provide children's food the childminder supplements their meals with fruit snacks and drinks. They use the garden and go for regular walks which helps them receive fresh air and exercise. Children use smaller physical movements while drawing and using small tools such as cutters and rolling pins. Childrens dietary requirements and medical needs are known and up-dated when children use the provision after a break. The children and childminder have a warm and positive relationship where children receive praise and encouragement to build self-esteem and confidence.

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	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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

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