

## Inspection report for early years provision

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<b>Unique reference number</b>	EY275381
<b>Inspection date</b>	26/11/2008
<b>Inspector</b>	Susan Smith

<b>Type of setting</b>	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 2003. She lives with her husband and their children aged 15 and 11 in Ipswich. All areas of the bungalow, with the exception of the games room and swimming pool, are registered for use by minded children. There is easy access to the premises and to the enclosed garden for outdoor play. The family has a dog and rabbit.

The childminder is registered to care for a maximum of five children at any one time and she is currently minding five children in the early years age group. The childminder also cares for children older than the early years age group and is registered on the voluntary and compulsory parts of the Childcare Register. The childminder collects children from local schools and takes children to local children's groups.

## Overall effectiveness of the early years provision

The childminder provides sensitive and appropriate care for children in the Early Years Foundation Stage (EYFS). Children are happy and settled and enjoy the time they spend in the care of the childminder. While they are interested in the suitable range of play activities provided the method of assessment is not yet fully effective. The childminder has a positive attitude to improvement but systems to monitor and evaluate the provision are not yet fully in place. She works closely with parents to ensure all children are included and their individual needs are met.

## What steps need to be taken to improve provision further?

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

- continue to develop the process of self evaluation to identify the strengths and areas for improvement of the provision
- develop effective systems of assessment to plan the next steps in a child's developmental progress and regularly review this approach.

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

- ensure the indoor spaces are safe and suitable for their purpose with regard to the glass doors, windows, heating and lighting in the play room (suitable premises, environment and equipment).

19/12/2008

## The leadership and management of the early years provision

Children's welfare, care and safety are suitably promoted because the childminder obtains sufficient information from parents at the start of all childminding

arrangements to plan and provide care and learning to meet children's individual needs. Most of the required records, policies and procedures that support the childminder to promote positive outcomes for children are in place and she continues to update her professional skills through attending training. At present effective systems have not been developed to fully support the childminder in identifying her own areas of strength and areas which require improvement.

Children's welfare is suitably promoted. The childminder has improved her knowledge and understanding of safeguarding procedures following her last inspection. She has information readily to hand from her training and she knows what to do if she has concerns about children's safety or welfare. Children are always supervised to make sure they do not have inappropriate contact with people who have not been vetted and procedures are in place to ensure they are collected by appropriate people. Although the childminder has carried out a satisfactory risk assessment of her new home she has not implemented an effective action plan to remedy all the identified hazards such as the glass windows, doors, inadequate heating and lighting in the play room which potentially compromises children's health and safety.

Children benefit from the positive working relationship the childminder has with parents and the links being developed with the local playgroup and school to ensure continuity of care. The childminder ensures parents receive regular information about their child's care and education and she organises her home to ensure that resources are available to all children.

## **The quality and standards of the early years provision**

Children develop warm and positive relationships with the childminder and their peers, which helps develop their confidence and self-esteem. They are keen to explore their learning environment as they move freely between activities and are encouraged to select their own toys and games. Children become engrossed in their play, for example, when drawing in their exercise books. The childminder enables children to follow their own interests and is developing her awareness of children's abilities through making general observations of the children. However, she has not yet implemented an effective system to assess children's progress and development to enable her to plan effectively for the next stages in their learning.

Children are confident and freely express their own needs. For example, they identify when they are feeling hungry or need a nappy changing. Young children are given good opportunities to develop their language as the childminder engages them in lively conversation, asks questions to extend their learning and encourages them to communicate. They have access to a wide range of books which they enjoy sharing with the childminder. Children develop a range of skills while playing with shape sorters. For example, they persevere when trying to fit the shapes in the correct hole, learn different colours and shape names. In addition, they use problem solving skills by exploring how to make the lid open and releasing all the shapes so they can try again. Children use their imagination in the home corner, as they sing 'Happy Birthday' and take the role play cake out of the oven and busy themselves 'cooking' the interesting and diverse selection of play food.

The childminder is aware of her responsibilities to safeguard children. She helps children to gain an awareness of how to keep themselves safe by supporting them to use toys safely. The childminder promotes children's health effectively. Good hygiene procedures are in place to prevent the spread of infection and children have easy access to drinks throughout the day. Children benefit from daily opportunities to play outside and get fresh air. Young children are able to rest and relax according to their individual needs and usual routines. The childminder has a calm and consistent approach to promoting children's understanding of responsible behaviour. Children are learning about sharing toys and being kind to each other, which is helping them develop their understanding of respecting others and developing positive relationships.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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](http://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

## **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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet requirements.

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.