

Inspection report for early years provision

Unique reference number	251326
Inspection date	18/11/2008
Inspector	Andrea Caroline Snowden
Type of setting	Childminder

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

This childminder has been registered since April 1991. She lives with her husband and three children aged 12, 14 and 17 in Lowestoft, Suffolk. The childminder's husband, eldest daughter and mother are registered as assistants to the childminder. The premises are accessible and childminding is largely provided on the ground floor. There is one upstairs bedroom used for sleeping. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and there are currently 16 children on roll attending on a part-time basis. Of these, eight children are within the Early Years Foundation Stage (EYFS). Childcare is provided on the premises every day and times are negotiated according to parents individual needs. This provision is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and nurseries. She attends local parent and toddler groups and co-ordinates the North Lowestoft childminder network meetings. She has completed the Suffolk Kitemark and is a member of the Suffolk Childminding Network. She works as a support childminder to help establish newly-registered childminders.

Overall effectiveness of the early years provision

Children thrive in this vibrant and stimulating setting where the childminder knows them well and respects them as individuals. She strives to meet their individual needs. They are provided for highly effectively within the Early Years Foundation Stage (EYFS) and are making good progress in their learning. The childminder works hard to make improvements through effective self-evaluation in order to provide better outcomes for children. The effective partnerships with parents which she fosters ensure children's learning, welfare and development are assured.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure assistants with sole charge of children hold an appropriate first aid certificate.

The leadership and management of the early years provision

Children are cared for by a highly qualified and motivated childminder. She is knowledgeable in her field and committed to the welfare of the children. The children's health, safety and learning needs are consistently promoted because the childminder keeps accurate and detailed records. Additionally, clear, purposeful

policies are in place to ensure the efficient running of the setting. She has a thorough understanding of her role in safeguarding children against suspected abuse and children's safety is her top priority. Extensive risk assessments in the home and off the premises means children can play and learn without fear of harming themselves.

The childminder is committed to the development of her services. The children, parents and her assistants are all involved in reflective practice in order to highlight the strengths and areas for development in the setting. As a result changes are made which benefit the children and families. The childminder effectively manages the assistants who work with her to ensure they are suitable and have the knowledge and skills in order to help children make progress. However, children are occasionally left in the sole charge of assistants who do not hold an appropriate first aid qualification. This has the potential to compromise children's welfare if the childminder is not present when an incident occurs.

The partnerships with parents is well established and there are very good opportunities for exchange of information. The childminder ensures she seeks detailed information about children's backgrounds and specific needs prior to care commencing. Clear instructions are taken from parents for those children who sleep overnight to ensure they feel secure and settled. Parents have access to the policies and there is an informative notice board in the porch. Communication books ensure two-way information and parents contribute their observations to the children's 'Learning Journeys'. The partnership with other early years practitioners involved with children is in its infancy and the childminder is striving to develop relationships in order to provide continuity of care for the children. Partnerships with other agencies involved with children who have learning difficulties and/or disabilities, such as Portage workers are well established to ensure their specific needs are met.

The quality and standards of the early years provision

Children are happy and confident in the childminder's warm and welcoming home. They benefit greatly from seeing their parents and childminder working together and as a result feel secure and well settled. They play and learn in a child-centred play room with posters and colourful displays contributing to the exciting environment. They have a vast array of activities, toys and games which are bright, colourful and stimulating. The organisation of resources means that children are bound to be self-sufficient and are therefore steering their own learning because they make choices and decisions about activities they take part in. The childminder has an exceptionally warm rapport with children and they respond with enthusiasm to her and her assistants. She talks to them and asks them open questions to promote their thinking and is quick to praise them in their successes. The childminder carries out formal observations of children at play, identifying their learning and planning for their next steps. As a result the childminder is able to ensure children enjoy tailor-made activities which meet their interests and needs of the moment.

Children play sociably together and look forward to meeting their friends at the

childminder's home. They indicate their own needs well and are self-assured. They use mark-making equipment and recognise different shapes. Children use mathematical language in everyday routines and are developing an understanding of the world around them. They are involved in recycling and trips locally, for example, to the Woodland Scheme, begin to help children understand their local community. Children enjoy physical activity and music and movement sessions. They do yoga to calm themselves and enjoy playing on the monkey bars, swing and slide.

The children are exceptionally well cared for and their understanding of a healthy active, safe lifestyle is actively prompted by the childminder. Children choose from a delightful range of fresh fruit, salad vegetables and dried fruit each snack time and new tastes are encouraged as the childminder tries chopping, slicing and juicing fruits to appeal to the children. Children grow cress and tomatoes and shop for fresh ingredients for their meals. Menus are varied and the childminder provides children with a choice of dishes, ensuring that children with dietary needs are not made to feel excluded. Children are aware of how food varies from country to country because the childminder introduces them to tastes from around the world such as the 'Green Apple Tea' from Turkey. Children demonstrate an acute awareness of their own safety and the childminder ensures they understand the danger of traffic and strangers. Children are very well behaved and the childminder ensures that positive strategies are used to address issues. Careful, calm explanations means that children begin to understand right from wrong and develop behaviours conducive to learning. The undoubted inclusive attitude of the childminder means that all children thrive regardless of their backgrounds and all families are valued. Children have many opportunities to learn about the wider world and because the childminder is pro-active opportunities are not missed to learn something new, for example about Tutankhamen and Egyptian hieroglyphics.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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