

## Inspection report for early years provision

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<b>Unique reference number</b>	250685
<b>Inspection date</b>	21/04/2009
<b>Inspector</b>	Hazel Meadows
<b>Type of setting</b>	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 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 1993. She lives with her husband and adult son in a house in west Ipswich. There is a small step with a wide door to access to the premises. The whole of the ground floor is used for childminding activities but children predominantly play in the conservatory. The bathroom is on the ground floor. There is a fully enclosed garden for outside play. The family has a pet dog and goldfish.

The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group, most of whom attend part-time. She also offers care to children aged five years upwards.

The childminder holds a relevant early years qualification. She takes and collects children to and from local schools, attends a local childminding group and local toddler groups. She also takes children to local parks, play areas and to nearby places of interest.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The childminder is caring and attentive to the children and provides a stimulating and welcoming play environment. Most areas of the premises are safe and suitable for the children. She has attended information sessions regarding the Early Years Foundation Stage (EYFS) and is at the early stages of establishing a method to record children's progress towards the early learning goals. She gets to know the children in her care well and has a positive and inclusive approach to their individuality. The childminder develops sound partnerships with parents and most documentation is in place to support the welfare of the children. She has recently updated her training but does not systematically evaluate her practice to identify areas for improvement.

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

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

- develop the method of monitoring children's progress by making observations to assess each child's progress, in order to identify the next steps in their individual learning and to inform future planning
- ensure the conservatory is maintained at a temperature which ensures the comfort of the children
- develop the use of self-evaluation to identify current strengths and priorities for development.

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

- obtain prior written permission for each and every medicine from parents before any medication is given.  
(Safeguarding and promoting children's welfare)

29/05/2009

## **The leadership and management of the early years provision**

The childminder has a secure knowledge of child development and organises her resources and time well to support children in her care. All children are welcomed and the childminder has an inclusive approach towards all families. She has taken appropriate action to ensure most areas used for childminding purposes within the home, are safe. She ensured the safety of the children during the recent construction of a conservatory and use of the garden is restricted until the patio area is completed. The doors of the conservatory cannot be left open until work is completed on the patio area. This results in the conservatory becoming very warm during hot and sunny weather, which has the potential to mean that children could be uncomfortable. She has clear, written risk assessments for different types of outings, as required, and for the premises. However, monitoring the conservatory temperature is not included. The childminder has written policies, which are shared with parents when they first visit.

The childminder recognises her role and responsibilities to safeguard children and recently attended a course to update her knowledge of Local Safeguarding Children Board policies and procedures. She has updated her training on first aid and food hygiene as required and has attended two workshops regarding the EYFS. She has recently introduced the Suffolk County Council 'Learning Journeys' to monitor children's progress through the EYFS. These have been shown to parents, who have contributed initial comments about their children, however, the childminder has not made any of her own observations, assessments or plans.

The childminder develops positive partnerships with parents and encourages a regular exchange of information with them, to promote continuity of care. She records most essential information regarding each child, to promote children's welfare and ensure their individual needs are met. She has obtained most signed consents from parents to ensure children are cared for according to their wishes. However, the childminder has not obtained prior, written parental consent to administer medication, which was a recommendation at her previous inspection. She does not systematically review and evaluate her own practice to highlight strengths or to identify and act upon priorities for improvement.

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

Children predominantly play in the well-equipped conservatory which serves as a dedicated playroom. Good quality resources are well-presented and easily accessible on the floor or in low-level, transparent storage boxes. This enables and encourages children to be independent and initiate their own play. Children busily

explore the range of toys available and make their own choices. The childminder sometimes supports their play by sitting down at their level and playing with them. Children make discoveries such as learning about magnets through a magnetic fishing puzzle. An attractive selection of dressing up clothes and props such as the play kitchen, dolls and pram are available to promote imaginative role play. Children enjoy exploring the sounds of various instruments and have opportunities to listen and sing along to rhymes and songs on the cassette player.

The childminder gets to know the children well as individuals and they are happy and relaxed in her care. Children's behaviour is generally very good as they are well occupied and receive attention for positive behaviour. The childminder is firm and reasonable in her approach to managing behaviour and offers clear explanations, boundaries and consequences according to the children's age and understanding, therefore children are clear of the expectations. Children are becoming confident communicators and chatter happily to the childminder. They also freely make up their own narrative whilst playing with the small world animals. Drawing resources are available in a set of multi-drawers which is mostly accessed by older children. An appealing assortment of books is stored in a child height rack enabling children to make their own selections.

The childminder has a positive attitude to diversity and an inclusive approach, which is reflected in some of her resources. Opportunities to learn more about different cultures and festivals, plus crafts and messy activities, are limited in the home but children have may experience these when taken to local toddler groups. They begin to learn about the wider community through a variety of outings to nearby places of interest, particularly during the school holidays. The childminder compiles a holiday activity plan so that parents are aware of the activities and can plan accordingly. Children learn more about the natural world around them as they visit the beach, local farms, parks and woodland where they encounter animals and insects first hand. For example, on one visit older children were able to make bird nesting boxes and they all recently experienced an Easter egg hunt at a country park. Despite the range of activities and experiences, particularly on outings, the childminder has not made observations, recorded children's development or identified each child's next steps, in order to promote their progress through the EYFS.

Children have regular opportunities for fresh air and exercise, which promotes their wellbeing, walking to and from the local school and playing in the garden, for example, on the ride on toys and the trampoline. They gain confidence and improve their physical skills and control as they play on larger equipment at the local parks and play areas. They also occasionally engage in other healthy pursuits on outings such as swimming and fun walks in the woods. The children's parents provide their snacks and meals but the childminder reinforces healthy eating and regular exercise. She promotes good hygiene practice, for example, helping children learn to wash their hands prior to eating. Drinks are readily available for the children and they regularly help themselves, ensuring they do not become dehydrated. Children learn to keep themselves safe through regular routines and explanations from the childminder, for example, practising good road safety habits when out and older children know just one child is allowed on the trampoline at a time.

## 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?	2
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?	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

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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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