

Inspection report for early years provision

Unique reference number	EY303317
Inspection date	21/01/2009
Inspector	Deborah Kerry
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

The childminder was registered in 2005. She lives with her family in Bury St Edmunds, Suffolk. The whole of the downstairs of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder's home is accessed via a step.

The childminder is registered to care for a maximum of four children at any one time and is currently minding five children all of whom attend on a part-time basis. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare registers. The childminder walks to local schools daily. The childminder attends the local parent and toddler group. She takes the children to the local library, park and outings to the country park. The family pet is a dog.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage(EYFS). She has developed secure relationships with children and knows their individual interests and needs well, which ensures that their welfare, learning and development can be fully supported. The childminder has developed good links with parents and other settings delivering the EYFS that children attend which ensures that children achieve well. She has effective systems in place to review and evaluate her practice and is keen to continue her training in early years as part of her development and to ensure outcomes for children remain positive.

What steps need to be taken to improve provision further?

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

- use assessments to plan the next steps in children's developmental progress and regularly review this approach.

The leadership and management of the early years provision

The childminder has a comprehensive range of policies and procedures in place to support her good practice. She has written parental permission and information on children's health and welfare needs to ensure that they can be well met. Children's progress records are shared with parents and they are encouraged to add comments to ensure that they are kept fully informed of their learning and development. The childminder keeps parents involved with children's activities, outings and their achievements through writing a daily diary. Parents have completed a questionnaire and provided the childminder with positive feedback on the information they receive about her policies and practice.

The childminder completes a daily checklist of all areas of the home and

equipment which ensures that any risks to children are minimised. She has undertaken a full risk assessment for both inside and outside the home and for all outings children are taken on, which are reviewed at each visit. The childminder ensures that children's welfare is promoted effectively as she has undertaken training on safeguarding children and has detailed policies and procedures in place to follow should she have any concerns. Children's safety is a high priority as the childminder ensures that she checks the smoke alarms and the emergency evacuation procedures are practised regularly.

The childminder has completed and National Vocational Qualification (NVQ) L3 in early years and is keen to continue her studies to a higher level which would further develop her knowledge and understanding of child development to benefit children. She regularly reviews her policies and practice and makes changes in line with any changes in legislation or areas she has identified for improvement. She keeps abreast of new developments and changes in legislation through additional training and reading for her role as a mentor of new childminders.

The quality and standards of the early years provision

Children's health is promoted as the childminder shares her healthy eating policy with parents and she ensures they have fruit for snack and regular drinks. Children are provided with a variety of opportunities for physical exercise both inside the home, the garden and on outings, to develop healthy bodies. Children's health is further promoted as the childminder has excellent procedures in place to promote children's understanding of personal hygiene and for changing nappies which minimises the risk of cross-infection. For example, children all want to be first to wash their hands before eating.

Children are settled and feel secure through the close relationships they have formed with the childminder. They play well with each other and are learning to share and take turns. Children take turns to choose books and the childminder reads stories to them. She ensures that they are all included and involved by taking time to let each one have a turn to count objects in the book and by listening to their explanations about what will happen next. Children are becoming confident in their mark-making as they draw round shapes and follow patterns on paper. Children enjoy using play dough as the roll, cut and make shapes and 'cakes' in their play.

Children are taken on regular outings which promotes their understanding of the wider world and their environment. there is a range of toys and resources in place which reflects our multicultural society. Children's knowledge of other beliefs has been further promoted as they have attended events celebrating other cultures, where they have had their faces painted and dressed up in traditional clothes of other countries. She offers children positive praise for their achievements and is a good role model for children which helps them to behave well. She has attended training to help her access support and advice to provide for children with additional needs to ensure they can make progress in their learning and development. The childminder organises her home to ensure that children can self-select resources and make independent choices about what they want to do.

The childminder keeps detailed records on children's progress through undertaking regular observations on the activities they undertake. Children's learning journey records show what they have achieved and how they have progressed in their learning and development. However, the next steps in their learning have not yet been identified. As a result children may not be fully challenged to make progress in their learning. She is developing links with other settings delivering the EYFS that children attend to ensure that their learning and development is fully supported through regular exchanges.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

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?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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.