

Inspection report for early years provision

Unique reference number	251274
Inspection date	02/02/2009
Inspector	Gill Thornton
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 1999. She lives with her children aged seven, 14 and 17 in a village close to Ipswich in Suffolk. She occasionally works with an assistant. The whole of the of the downstairs of the property, first floor bathroom and one bedroom are used for childminding. Access to the childminder's home is via a small step and the bathroom is on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and she is currently minding three 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 takes and collects children from the local school and attends local children's groups. The family has a cat and a dog.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming environment in which children settle well and make good progress in their learning and development. Partnerships are effective in ensuring all children are included and their individual needs well met. Overall, effective procedures are in place to promote children's safety and welfare at all times. The childminder is beginning to self-evaluate some areas of her practice in order to identify areas for development.

What steps need to be taken to improve provision further?

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

- develop the use of risk assessments to cover anything with which a child may come into contact, including each individual outing
- develop the use of reflective practice to identify the setting's strengths and priorities for improvement that will improve the quality of the provision for all children.

The leadership and management of the early years provision

Children's well-being is promoted by the childminder's informative operational policies and procedures which successfully guide her practice. These are shared with parents to help them understand the care provided, thus developing secure working relationships. Good systems are in place to gather information on children's individual backgrounds and needs to promote continuity of care and ensure their medical and dietary needs are met. The childminder works in partnership with other professionals to support children's care and development to promote continuity and coherence. An effective assessment system enables the childminder to successfully identify learning priorities for individual children and

plan motivating learning experiences to help them make good progress.

The childminder is an experienced and well-organised child carer who plans her daily routines around the needs of the children in her care. She attends training workshops to keep her knowledge and skills up to date with current thinking and information gained from such training is used effectively to develop her practice to improve outcomes for children. The childminder has a sound practical knowledge of how to keep children safe and she takes appropriate steps to ensure hazards to children are minimised within her home, garden and on outings. However, risk assessments do not take full account of everything children may come into contact with, and the action required to keep them safe, such as when using the large trampoline in the back garden. Children are safeguarded because the childminder has attended relevant training and she is confident in her knowledge of how to protect children if she has a concern.

The quality and standards of the early years provision

Children are happy and secure in the childminder's well organised home where they can move around in freedom and comfort. Age appropriate toys and resources are stored so that children can make independent choices and follow their own interests. They confidently ask the childminder to play with other popular activities such as the playdough. The large kitchen table provides ample space for all the children to sit together at meal times and while taking part in art and craft activities. The childminder helps childrens develop a love of books through encouraging their interest, for example, engaging them in an interactive book with a puppet and feeding it play food. She uses good strategies to encourage children's early language skills, offering choices and acknowledging their requests so that children feel valued and included.

The childminder spends her time actively involved with the children's play to support and extend their learning and development. For example, while encouraging them to operate the interesting range of electronic cause and effect toys, or sharing in their fun at joining in with their favourite songs on the laptop. Children develop a sense of pride in their own achievements as they take responsibility for certain jobs, such as feeding the family cat. The childminder makes good use of spontaneous learning opportunities during their everyday play, for example, counting along with them while they tidy up the crayons. Observation and assessment records are used effectively to plan activities to support the next steps in children's developmental progress based firmly on their interests and capabilities. These are shared with parents to encourage their involvement in their children's learning. The childminder supports parents' understanding of their children's progress in relation to their age and stage of development by sharing the Learning and Development sections of the EYFS Practice Guidance with them.

The childminder plans her weekly routines to ensure children enjoy a balanced range of activities within the home and community. They regularly visit local children's groups to provide opportunities for social interaction, and space in the winter to practice their physical skills indoors. In fine weather they enjoy many opportunities for outdoor play in the large child-friendly garden, with its good

range of play equipment suitable for different ages and stages of development. Children learn to follow good health and hygiene routines from an early age and the childminder follows sound procedures to minimise their risk of cross infection. The childminder supervises children's play to ensure toys are used appropriately and she provides simple reminders to promote their understanding of keeping themselves safe. She uses consistent strategies to promote children's understanding of responsible behaviour and encourages them to show care and concern for each other. Children are beginning to develop an understanding of their own cultures and those of others through access to resources and activities promoting a positive view of diversity.

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?	3
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:	Not Met (with actions)
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The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- | | |
|---|------------|
| <ul style="list-style-type: none">• demonstrate how your training is complaint with the common core skills or level 2 qualification requirements (Qualifications and Training). | 01/04/2009 |
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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.