

Inspection report for early years provision

Unique reference number	EY302001
Inspection date	23/02/2009
Inspector	Glenda Kathleen Field
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 has been registered since 2005. She lives with her husband and two children aged 15 and 11 in Lowestoft, Suffolk. The whole of the property apart from the bedrooms are used for childminding and there is a fully enclosed garden for outdoor play. There is level access to the provision. The family have three dogs as pets. The dogs have their own area of the garden.

The childminder is registered to care for a maximum of six children under eight years at any one time and is currently minding four children within the early years age group. The childminder is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. Children are taken for visits to children's centres, other childminders' homes, toddler groups and local shops, parks, woods and beach. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). Good organisation of her childminding service ensures that children are happy, have positive experiences, are well cared for and are offered learning opportunities which meet their developmental needs. The childminder provides a very inclusive environment and works extremely effectively with parents to ensure that all children are valued and their individual needs are successfully met. The childminder is starting to evaluate her own practice in order to identify strengths and areas for future development.

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 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.

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

- complete a written risk assessment for each specific outing (W1.1 Safeguarding and Welfare).

23/03/2009

The leadership and management of the early years provision

Children's care and welfare are well promoted. They benefit as the childminder makes good use of her time and organises the play environment to be accessible to all ages. As a result, children receive ample adult attention to support their

learning. The childminder makes effective use of the premises and a wide range of resources to provide a stimulating, child-centred learning environment. Children are safeguarded as the childminder carries out risk assessments in her home, however, outings have yet to be risk assessed. Appropriate supervision of children further promotes their safety. The childminder has a good understanding of child protection issues and procedures in order to safeguard children. All adults in the household are appropriately vetted.

Parents receive very comprehensive information about the childminding service and their child's care and education within the parents pack, issued at the commencement of childminding, and through ongoing liaison with parents. The childminder spends time talking to parents and gathering information before the child starts. This enables her to find out about children's individual interests and starting points and she is then able to plan and provide appropriate activities and resources to support each child. The childminder has commenced observations and judgements about children's achievements and uses these to inform planning for their next steps. Parents are encouraged to contribute to their child's learning. Parents speak very highly of the childminder, for example, they say 'I am very confident in the provision, she is very professional. 'I have recommended her to other parents'. 'I like the way that she encourages children to socialise with others by taking them to children's groups. I have noticed the difference in my child and her socialising when I take her to group's myself.' Responses to questionnaires issued to parents by the childminder are all extremely positive. The childminder has a very clear and realistic awareness of her own provision. She has started to evaluate her practice but is yet to ensure that improvement is ongoing and relevant to the children in her care.

The quality and standards of the early years provision

Children make good progress in the childminder's care because their individual needs are met. The childminder has a sound understanding of the learning and development requirements of the EYFS which she uses to plan a stimulating and broad range of activities. Observations of the children at play are used to identify their next steps for learning so that children are consistently supported to progress and gain new skills. Children are becoming active learners and readily engage in activities. Their emerging language skills are encouraged as the childminder talks to children and listens for suitable responses. Children thrive on the praise and encouragement they receive and are confident and happy in the childminder's care. The childminder uses children's free play to introduce learning opportunities, for example, counting, colour recognition and concepts of size and shape. Children freely explore a variety of materials. They are able to take part in exciting and relevant outings such as trips to children's centres, other childminders' homes, toddler groups, local shops, parks, woods and the beach.

Children behave well and they show care and consideration for others. From an early age they are learning to share resources and socialise, for example when playing with the wooden building bricks. Children are learning to behave in ways which are safe for themselves and others. The childminder offers simple explanations, for example, why they need to tidy up the play spaces. Children are

able to gain an awareness of the wider community as they visit places such as the park or local shops. Children's well-being is effectively supported and they are learning to keep themselves healthy. They are regularly offered drinks and healthy snacks are provided, ensuring children have sufficient energy for play and exercise. Children frequently enjoy opportunities to exercise and access fresh air. The garden provides children with opportunities to enjoy the fresh air as they run and play on the equipment provided. Outings to the park and toddler groups enable children to use more challenging physical equipment. Children enjoy close relationships with the childminder who shows genuine interest in their play and involves herself in their activities in order to fully support children's learning and development.

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?	1
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?	1
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:

Not Met (with actions)

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

Not Met (with actions)

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 compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 23/03/2009

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:

- take action as specified in the early years section of the report. 23/03/2009

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 in order to meet the requirements of the Early Years Foundation Stage.

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.