

Inspection report for early years provision

Unique reference number	251238
Inspection date	10/03/2009
Inspector	Deirdra Keating
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 1995. She lives with her partner and child, aged 14, in Hadleigh, Suffolk, close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding.

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 five children who are within the Early Years Foundation Stage (EYFS) years. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children have established close relationships with the childminder and are inclusively welcomed into her clean and spacious home. All children are highly valued and treated as individuals. The childminder works closely with parents and other providers to ensure children's specific needs are met and catered for well. The childminder has identified areas for development but there is presently no system in place to monitor and evaluate her provision.

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 self-evaluation and ensure specific areas for future improvements are identified and linked to outcomes for children
- develop the use of observation and assessment to identify children's next steps in learning.

The leadership and management of the early years provision

The organisation of the childminder's home promotes children's welfare, learning and development well. Children are settled and secure in the homely environment, where they receive good quality care and attention from the experienced childminder, who takes pride in meeting each child's individual needs. Overall written procedures and policies work well to promote the welfare of children. Children's safety is prioritised through effective safeguarding procedures and regular risk assessments that ensure the house is safe and secure. The childminder has identified that there are a few areas for development, however, there is not a strong enough emphasis on reflecting on practice and seeking the views of others,

this means that priorities for improvement are not as accurately targeted as they could be.

The childminder is committed to ensuring that her service is inclusive for all families, she provides a caring and supportive service, giving parents information regarding children's learning and development through daily diaries. The childminder facilitates good systems of communication to ensure that children's needs are planned for across the other provisions they attend. She is careful to ensure that parents are aware of their child's well-being at the end of the school day and is mindful about keeping them regularly informed and updated. The childminder provides an inclusive service welcoming all families and tailoring her practice to encompass all requirements.

The quality and standards of the early years provision

Children benefit from a balance of planned and child-initiated activities, both within the childminder's home and at groups in the local community. Resources are rotated to maintain children's interest, and are linked to children's abilities. The spacious environment gives children good amounts of space to explore and spread out on the floor and there is a range of toys and resources for children to self-access. Children develop their imaginary play very well; they happily fetch materials and use them to extend and support their play, they use the furniture and improvise resources for their journey. Children participate with high levels of involvement as they play, which is enhanced by the childminder, who extends their imaginary journey very well providing sensitive interventions at their request. Children solve problems as they construct the marble run on the floor, working out which piece fits where and identifying the different colours. This helps children to concentrate and to try several ways to make something work rather than giving up. The childminder uses encouraging, friendly approaches to support children and increase their motivation.

The childminder provides a safe environment where children are starting to learn about each others feelings and how to play safely as they share toys. They gradually learn to understand and manage their feelings with support from the childminder, who provides cuddles and reassurance as they learn the beginnings of self-control and how to relate to one another. This helps children to share toys, treat one another respectfully and gain new skills which will help them in later life. Children have warm and affectionate relationships with the childminder, wrapping their arms around her as they recall special and memorable occasions, for example, birthday teas when they sat in the special chair and enjoyed cakes and buns that they made. The childminder has developed a genuine bond with children, offering a settled, close relationship. Consequently, children are happy and secure and are confident to explore and to try out new things. The childminder strongly promotes anti-discriminatory practice and all children are highly valued and feel included and safe.

Children learn about being healthy as they enjoy snacks and packed lunches around the table where the childminder highlights the importance of making healthy choices. Children walk to local schools every day gaining exercise and fresh

air. The well maintained garden is linked well to the house, providing a safe extension to the living area. This enables children to spend long periods of time outside during warmer months.

The childminder provides a balance of activities covering all areas of learning. Observations are used for recording children's progress and recorded in diaries, however, these do not include children's next steps in learning. The childminder has developed a good partnership with parents, who are kept informed about children's progress using daily diaries and verbal handovers. Sensitive support is tailored well to children's individual needs, this enables all children to be able to make good progress in relation to their capabilities and starting points and promotes a fully inclusive environment where all children are warmly welcomed.

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.	3

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:	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.