

Inspection report for early years provision

Unique reference number	EY316191
Inspection date	01/04/2009
Inspector	Hazel Meadows
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 2006. She lives with her husband and two children aged seven and three in a house in south west Ipswich. The property is accessed by two steps. The whole of the property, except for the master bedroom, is used for childminding activities but children predominantly play in the dedicated playroom. There is an upstairs bathroom. A fully enclosed garden is available for outside play. The family has two guinea pigs.

The childminder is registered to care for a maximum of four 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 three children in this age group, most of whom attend part-time. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder also offers care to children aged from over five to 11 years. She supports children for whom English is an additional language.

The childminder is a member of the National Childminding Association and holds a relevant early years qualification. She walks or drives to local schools to take or collect children. The childminder attends a local childminding group and local toddler groups. She takes children to local parks and 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. She knows 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 is establishing a method of recording observations of children's progress through the Early Years Foundation Stage (EYFS) but next steps in children's learning and development are not always noted and planned for. She has recently sought feedback from parents but does not systematically review 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:

- use observations to assess each child's progress, in order to identify the next steps in their individual learning and to inform future planning
- develop the use of self-evaluation to identify current strengths and priorities for development
- ensure children are kept safe on outings and learn good safety practice and hygiene habits through consistently reinforced routines, for example, promotion of road safety and hand washing.

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

- request written parental permission to seek any emergency medical advice or treatment (Safeguarding and promoting children's welfare) 07/04/2009
- ensure risk assessments are carried out, maintained and reviewed, as outlined in the Statutory Framework for the Early Years Foundation Stage, for the premises and for each type of outing. (Safeguarding and promoting children's welfare) 17/04/2009

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. She has a positive attitude to diversity and is inclusive in her approach towards all families, valuing children as individuals. She recognises her role and responsibilities to safeguard children and is considering attending a refresher course to update her knowledge. She has updated her other training as required and has attended a workshop regarding the EYFS. She has begun to use 'Suffolk County Council Learning Journeys' and has implemented a system of recording observations of children using photographs and written evidence. However, these are not always assessed or used to inform planning or to identify the next steps in each child's progress towards the early learning goals. They are regularly shared with parents, whose contributions are welcomed. The childminder ensures most areas within the home are safe. She swiftly identified and rectified safety concerns when she recently moved and has noted these in a book. However, a comprehensive record is not maintained of regular risk assessments of the premises and there is no risk assessment for outings, as required.

The childminder develops positive partnerships with parents and encourages a regular exchange of information with them, to promote continuity of care and to ensure inclusive practice. She periodically offers a newsletter to keep parents informed. Most records and documentation, such as accident records and attendance registers are in place to support the care of the children, and the childminder has a comprehensive introductory information leaflet and written policies, which are shared with parents. She records most essential information regarding each child, to promote children's welfare and ensure their individual needs are met. However, the childminder has not obtained written parental consent for emergency medical treatment or advice. Recently written references, which she requested from parents, are generally very positive regarding the care offered. However, she does not systematically 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

The childminder organises her home well to support children's learning and development.

Children predominantly play in the well equipped, dedicated playroom, where resources are easily accessible on low-level shelving, enabling them to make their own choices and initiate their own play. The childminder plays with the children at their level to support their play and to encourage them to play fairly together. Children's behaviour is generally good as they are mostly well occupied. The childminder intervenes when necessary to calm clashes and to encourage them to play co-operatively together. Children learn responsible behaviour and know to clear up one game before getting something else off the shelves.

The children develop trusting relationships with the childminder and are happy and relaxed in her care. They are confident communicators and happily share their news and views with her. She is attentive to them and knows them well as individuals. The childminder has a positive attitude to diversity and an inclusive approach and she readily supports children for whom English is an additional language, working closely with their parents to meet their particular needs. Some of her resources, such as books and postcards from children's holidays, reflect positive images, although the childminder is aware that this is an area for ongoing development.

Children begin to write for a purpose and develop their dexterity, for example whilst playing with the Aquadraw mat. Their observation and problem solving skills are encouraged with a picture board game and also with tumbling marbles which demands their concentration. They competently count the number of tokens each of them has to work out the winner of a game. They begin to learn about the wider world through books and 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 have opportunities for creative play using different media and examples of their artwork are displayed on the playroom wall, helping them to feel valued.

Children have regular opportunities for fresh air and exercise, walking to and from the local school and playing in the garden. The trampoline and ride-on toys are popular and promote healthy exercise whilst children gain confidence and improve their physical skills and control. They also engage in other healthy pursuits such as swimming, roller skating and playing at local parks and play centres. Children develop some understanding of healthy eating as the childminder provides predominantly healthy snacks and meals. A four weekly menu is displayed for parents and offers a variety of fruit and vegetables. Drinks are readily available for the children, ensuring they do not become dehydrated. Children are mostly encouraged to wash their hands before eating, although this is sometimes overlooked. They mostly learn to keep themselves safe through reminders and explanations from the childminder, for example, when getting down off the trampoline. However, routines such as the walk to and from school are not always used effectively to reinforce children's understanding of road safety. The children

run ahead of the childminder, stop right at the edge of the kerb and are not always aware of traffic, which could be potentially hazardous.

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?	3
How well does the provision promote inclusive practice?	3
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?	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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.