

Inspection report for early years provision

Unique reference number	EY335630
Inspection date	02/04/2009
Inspector	Sarah Johnson
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 partner and child aged four years in Ipswich, Suffolk. The whole of the childminder's house is used for childminding, with the exception of the first floor. A secure enclosed garden is used for outdoor play activities. The premises is accessed via the front entrance which has a low step and there are toilet facilities on the ground floor. The family has a pet cat.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of five children under eight years may attend the setting at any one time, and of these, no more than three children may be in the early years age range. There are currently seven children attending on a part-time basis. Two of these children are within the Early Years Foundation Stage (EYFS) years. Children live in the local area and some attend sessions at a nearby nursery. The childminder also offers care to children aged over five years, both before and after school, and during school holidays.

The childminder escorts children to and from the local primary school and attends toddler groups with the children on a regular basis. She holds an appropriate early years qualification to Level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for by an experienced childminder who effectively promotes children's care, learning and development in an inclusive setting. Very good procedures are followed to ensure children's safety is prioritised and a sound range of information is gathered from parents to ensure their individual needs are met. There are good systems in place to ensure the childminder regularly reflects on her practice and continues to make improvements that benefit the children in her care.

What steps need to be taken to improve provision further?

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

- open up opportunities for parents to contribute to their child's development record, and develop systems for sharing the assessment records with practitioners from the other settings that children attend.

The leadership and management of the early years provision

Children's welfare and development are well promoted as the childminder has very good knowledge and understanding of how to meet their needs. This is because the childminder is committed to building on her early years qualification by

attending regular training courses, covering aspects such as first aid, food hygiene and the EYFS. Children experience good levels of direct support and attention as the childminder is attentive to their individual routines. She allows ample time for children to play, whilst ensuring their individual sleeping, eating and toileting needs are organised smoothly around the school run. The childminder has a good capacity to protect children from harm. This is because she has completed relevant training in safeguarding children and has developed a clear written policy to formalise the procedure to follow should she become concerned about a child's well-being. Children are protected further as the childminder carries out thorough daily risk assessments in the premises, and follows robust procedures to ensure children stay safe on outings.

Partnership with parents is generally strong at the setting. The childminder fosters good professional relationships with parents, encouraging them to discuss their children's changing needs on a daily basis. A daily diary is actively used to encourage further exchange of information between the children's homes and the setting. Although the childminder does find out about children's lives and experiences at home, this information is not consistently included in the children's assessment records or used systematically to inform the planning. The childminder is in the early stages of considering how she can forge links with the other EYFS settings that children attend and is not as yet sharing the assessment records with these practitioners to fully promote continuity in children's learning.

The childminder is very reflective in her approach and takes time out to consider the strengths of her setting. She has developed an effective process for identifying appropriate areas of her practice which she feels she can improve. Her priorities for improvement are realistic and accurately targeted to ensure better outcomes for children. The recommendations from the last inspection have been addressed very well.

The quality and standards of the early years provision

Children make very good progress in their learning and development, effectively supported by the childminder. The childminder develops a good understanding of children's starting points as she gathers initial information from parents and uses this as a basis to develop assessment records for each child. With the use of regular detailed observations, the childminder successfully assesses children's interests, skills and abilities, and identifies the next steps in their learning and development. The childminder takes time to ensure the assessment records are meaningful by including many photographs and examples of the children's creative work.

Children benefit from a good variety of experiences that cover all six areas of their learning and development. They are engaged and motivated to learn because their play and learning are led from their interests. For example, the childminder provides a wider range of different puzzles for children when she observes that they enjoy the challenge of completing puzzles. Children enjoy accessing the childminder's garden, where they can use their senses as they explore sand and water with various containers and tools, and develop their control and coordination

as they use ride-on toys. Children's everyday experiences are built upon as the childminder organises regular outings to places of interest in the local community such as the local park, supermarket, library and museum. Children are actively encouraged to make choices about what they want to do and can independently access most of the available resources for themselves. For example, they help themselves to books which they then eagerly ask the childminder to share with them. The childminder skilfully extends children's learning as she encourages them to count the number of small world characters they have placed in a line, sensitively counting along to support them. Children are proud of their achievements, as the childminder praises them for writing their own name inside the thank you card they have made. They listen and repeat as the childminder says the sounds of the letters as they write.

Children are learning how to play cooperatively together, supported by the childminder, who calmly encourages them to be considerate of each other's needs. They are learning about diversity in the world around them and through planned activities, they are developing a good understanding of their own and other people's cultures and beliefs. For example, they share a book about the Nativity during Christmas time and colour pictures of a Crescent moon to mark the Muslim holiday of Eid. Gentle reminders and discussions help children develop a very good understanding of how to be healthy and how to keep themselves safe. They develop good personal hygiene practices through daily routines. For example, children confidently begin to manage their own hand washing routines and talk proudly about having their own towel for drying their hands. Children learn to make healthy choices as the childminder reminds them that fruit is good for them and encourages them to choose the fillings for the sandwiches they make for themselves. Children learn how to keep themselves safe on outings as the childminder uses instructions based on the colours of the traffic lights, helping children to learn about road safety in a fun way.

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.