

Inspection report for early years provision

Unique reference number	251277
Inspection date	07/04/2009
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 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 husband and daughter aged 16 years in Bramford, Suffolk, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. She has a gold fish.

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 and at times works with an assistant. 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. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled, confident, highly valued and treated as individuals. Their individual needs are respected and catered for by the promotion of inclusive practice, working with their parents and other local provisions. They all make good progress in their learning and development, and are supported extremely well through the good range of experiences and activities that the childminder provides. The childminder has acted on the recommendation raised at the last inspection and demonstrates a commitment to improvement.

What steps need to be taken to improve provision further?

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

- identify training needs and update knowledge using training made available by the local authority and other sources
- use self-evaluation and quality improvement processes as the basis of ongoing review.

The leadership and management of the early years provision

The childminder is very experienced and organises routines and activities that meet children's individual needs well. She has attended a good range of training to support her practice, however, she would like to continue her professional development by starting a Level 3 qualification. The childminder has a good two-way flow of communication with parents and shares children's written records in order that they can support and share in children's learning and development at

home. She has also established links with other provisions that the children in her care attend.

The childminder has developed an action plan for herself detailing training needs and has identified some areas for development. However, there is not a strong enough emphasis on reflecting on her practice and seeking the views of others, this means that some priorities for improvement are not as accurately targeted as they could be.

Records, policies and procedures are well maintained and ensure that children are safe and cared for in accordance with their parents' wishes. The childminder protects children from harm as she has a good understanding of the Local Safeguarding Children Board procedures and has recently updated her safeguarding training. All adults in the house are checked and suitable to be with children. The house is safe and closely monitored by the use of risk assessments which are documented in line with the Early Years Foundation Stage requirements.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make progress across all areas of learning and development. They are warmly welcomed by the dedicated childminder, promoting an inclusive environment where all children and families are highly valued. The childminder shows great skill at meeting the differing and competing needs of every child; children on the trampoline and swing are supported fairly and safely by the childminder, who divides her time well between their different activities. The childminder uses lively and encouraging support for young children who want to play football. Children thoroughly enjoy this, running around the garden and developing their physical skills as they start to gain control over the ball and negotiate obstacles.

The childminder tunes in sensitively to children's needs, anticipating the cause of the problem before children tell her; she is attentive and intuitive. Child-initiated activities are supported well by the childminder, who gets down on the floor with the children and provides sensitive interventions to their play. 'All about me' records have been developed for children within the EYFS and include parental comments. The childminder has just started to highlight children's next steps and has included good observations, illustrated by photographs. These show children making good progress in relation to their capabilities and starting points.

The childminder demonstrates clear and consistent boundaries in a firm and gentle manner to ensure children are safe. She gives good explanations as children stand up on chairs to reach across the table and helps them understand about turn taking as they play group games and share resources. House rules are shared well and displayed in the designated play room and consequently, children play safely and treat one another kindly. The childminder's home has been very well organised to promote children's welfare learning and development to a high standard. It is extremely clean and spacious with a designated playroom central to the kitchen and garden. The garden has been creatively designed to provide a stimulating and safe outdoor play area, it houses a wide range of equipment,

which children thoroughly enjoy, and looks inviting and appealing. Subsequently, children are very keen to play outside in the fresh air, promoting a healthy lifestyle. Fresh fruit is offered at snack time and drinks are encouraged throughout the day.

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

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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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