

Inspection report for early years provision

Unique reference number	EY316544
Inspection date	10/06/2009
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 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 2005. She lives with her child aged 11 years in Bury St Edmunds, Suffolk. The whole of the childminder's house is used for childminding and 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 childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six 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 12 children attending on a part-time basis. Six of these children are within the Early Years Foundation Stage (EYFS) years. Children live in the local area and some also attend sessions at a nearby pre-school and 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, pre-school and nursery, and attends several social groups with the children each week.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very settled and confident in the warm, safe and inclusive environment of the childminder's home. The childminder's experience and training enable her to plan effectively for all aspects of the children's learning and development, ensuring they make good progress. Information is shared regularly with parents, enabling the childminder to work in close partnership with parents to meet each child's individual needs. Continuous improvement is generally well-promoted through the childminder's commitment to accessing ongoing training and her reflective approach to her role.

What steps need to be taken to improve provision further?

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

- consider using a wider range of quality improvement tools to develop the self-evaluation processes further.

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

- request written parental permission, at the time of each child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

24/06/2009

The leadership and management of the early years provision

Children experience very good levels of continuity in their care as the childminder is committed to finding out about their individual needs and routines. This is achieved through fostering positive partnerships with parents and establishing effective systems for sharing information. Emphasis is placed on encouraging ongoing discussions with parents each day, ensuring details of children's changing daily routines and developmental achievements are continuously shared.

Numerous photographs are included in the children's developmental records and displayed in the home, providing meaningful information about the children's time spent with the childminder. Parents express their satisfaction with the service through very positive comments in written references and in their conversations with the childminder each day.

The childminder has completed a sound range of training courses to ensure she has good knowledge to support her role, including an appropriate first aid course. Children are safeguarded from harm and neglect, and their safety is well promoted as the childminder implements her well written policies and procedures very effectively in practice. Although a wide range of written consents are gathered from parents in relation to their children's care, the childminder has not requested written permission from parents to ensure she can seek any necessary emergency medical advice or treatment for children in the future. A clear written safeguarding policy is in place to enable the childminder to promptly follow up any concerns about children's welfare. Thorough risk assessments are carried out to ensure children's safety in all areas of the home, and the childminder carefully considers children's safety whilst they are taking part in outings. These risk assessments are recorded very clearly and reviewed when further potential risks arise.

The childminder demonstrates a positive attitude towards improving the service she provides and often trials the new ideas that she gathers from meeting regularly with other experienced childminders. As yet, the childminder has not utilised a wider range of tools for self-evaluation, such as the Ofsted self-evaluation form, and therefore, priorities for improvement are not always as accurately targeted as they could be.

The quality and standards of the early years provision

The childminder skilfully enhances children's learning through her sensitive interactions with them as they play. For example, she observes children as they concentrate on a threading activity, stepping in to show them how to thread the shapes in a different way and encouraging them to count how many shapes they have threaded so far. Children make good use of the child-friendly play space in the lounge, where they enjoy delving into the large low-level storage boxes to select from the wide variety of toys and resources. There is ample space within the home for children to spread out as they play with small world imaginative characters and vehicles, and good provision for children to relax comfortably as they share books together on the sofa. Children benefit from daily opportunities to

exercise their physical skills in childminder's inviting garden. For example, younger children challenge themselves to balance as they climb onto the low-level rocking horse, and older children negotiate the space around them as they pedal the ride-on toys. The large enclosed trampoline is a popular outdoor resource which provides opportunities for children to exercise and move their bodies in different ways, closely supervised by the childminder.

The childminder regularly takes photographs of children's activities, keeps samples of their art work and makes notes of the observations she makes of children's development. This information is collated in a 'Learning Journey' record for each child, providing a very clear map of their progress towards the early learning goals. The childminder uses this information systematically to assess children's stages of development and to plan for their next steps in learning, ensuring each child is supported to move on to the next stages in their development.

Children of different ages play happily together and with gentle encouragement from the childminder they are learning to share and take turns. The childminder ensures they are involved in activities that help them to develop a positive awareness of diversity and differences in the wider world. For example, children learn about the Chinese New Year celebrations through art and craft activities and tasting traditional Chinese foods. In addition, a wide range of positive posters are displayed around the home to further encourage children's awareness of different cultures and languages. Children learn how to keep themselves safe through meaningful experiences. For example, the childminder takes them on trips to the local fire station, where they try on the fire-fighter's uniform, sit in the fire engine and listen to a story about fire safety. Sociable meal and snack times enable children to gather together around the table to eat a range of healthy snacks and meals. They develop a very good understanding of healthy living as the childminder models good hand washing routines with younger children and displays several child-friendly posters to remind children when it is appropriate to flush the toilet and wash their hands.

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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