

Inspection report for early years provision

Unique reference number	250676
Inspection date	26/06/2009
Inspector	Deborah Kerry
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 1991. She lives with her family in Ipswich. The whole of the downstairs of the property, except the study and downstairs bedroom, is used for childminding. There is a fully enclosed garden for outdoor play. The property is accessed via a step.

A maximum of three children in the Early Years Foundation Stage (EYFS) may attend at any one time and she is currently minding 11 children aged under eight all on a part-time basis. The childminder also cares for children aged over eight. The childminder takes and collects children from local schools and pre-schools and regularly attends local children's groups and takes children to the local park. This provider is on the early years register, voluntary and compulsory part of the childcare register.

The childminder is an active member of the National Childminding Association and is chair of the local childminding group. She holds an NVQ Level 3 childcare qualification. The family has four dogs, two cats and a rabbit.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder provides exceptionally high care and education for all children in the Early Years Foundation Stage (EYFS). Each child is highly valued and their individual needs effectively met through the excellent partnerships with parents and other settings. Children benefit from the childminder's exceptionally well organised and professional approach, ensuring their safety and welfare is fully promoted. A stimulating and creative environment is provided for children where their independence and self-esteem is promoted effectively whilst they learn through play. The childminder's practice is highly effective in ensuring all children are fully included and she has developed good self-evaluation skills to ensure her practice is regularly reviewed and has clearly identified areas of development to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the information gained from parents on children's starting points to support their progress towards the early learning goals.

The leadership and management of the early years provision

The childminder is very well informed regarding safeguarding procedures which ensures that children's welfare is a high priority. She has attended training and ensures that local contact information is available. Safety considerations are

paramount, the childminder has rigorous risk assessments in place for all areas and the equipment for both inside and outside of the home. She undertakes risk assessments for each outing to ensure children's safety is maintained. The childminder ensures that the premises are secure and children cannot leave them unsupervised.

The childminder has excellent relationships with the parents of minded children and keeps them fully informed about their child's learning and development through daily verbal feedback. Questionnaires for both the parents and children have been completed to ensure that their views are sought for changes and ideas for any improvements can be acted on. Parents regularly review and add comments to their children's learning journey's, children bring in photos and discuss family events which ensures that the childminder is kept up-to-date with their individual needs and interests. The childminder has in place a comprehensive range of policies and procedures to support her excellent practice, she shares these with parents which helps to keep them fully informed about the care and learning she provides for their children. The childminder plans to introduce systems to gain clear knowledge on children's starting points from parents to ensure their progress can be fully supported.

Through reflective practice and self-evaluation the childminder improves her high quality practice further, ensuring children's continued progress in their learning and development. She holds a Level 3 qualification in early years and is undertaking a Level 4 qualification to consolidate and extend her knowledge further and she keeps abreast of new developments and changes in legislation. She has developed good relationships with other providers delivering the EYFS which children attend and there is regular exchange of information on their needs and interests which ensures that their learning and development needs are fully supported. She is a network childminder and has to undergo regular checks to ensure she maintains her high standards. She also supports other childminders and helps them to develop and improve their practice.

The quality and standards of the early years provision

Children's welfare is highly regarded. She ensures that they are very well cared for and their nutritional needs fully met as she provides healthy options for snacks. For example, children choose which fruit they want for snack, along with a drink which they eat in the garden. Children are provided with drinks freely to ensure that they are not thirsty and the childminder reminds them to drink extra in the hot weather. The childminder has in place clear guidelines to follow around food hygiene to prevent any cross-contamination, children have developed a good understanding on why they need to wash their hands after using the toilet and before eating. Children's health and medical needs are fully supported through the comprehensive policies and procedures in place. Children access equipment in the garden, they ride on bikes, cars, the see saw and fill watering cans to water the new plants in the sensory garden which has been planted which helps to promote their physical development.

Children flourish in a supportive environment and are provided with opportunities

for their learning and development which are based around their individual interests. Children are making excellent progress in all areas of learning through a balanced range of adult and child-led activities. The childminder adapts activities to children's individual ideas and needs which ensures their interests are noted and fully supported. They are highly motivated and enthusiastically select resources that meet their interests, the childminder ensures that she records the next step in their learning to ensure they are able to make progress. The childminder regularly records children's progress through observations to help her plan activities around their interests. She includes photographs, examples of the children's efforts and ensures that observations are clearly linked to the developmental scale and area of learning. Children choose books which the childminder reads to them and they are able to write their own names. They enjoy painting with coloured water on the patio, they ask for paint so they can mix colours, then decide to make hand and foot prints along paper the childminder has laid on the patio which promotes their independence as they are able to make choices and develops their creativity.

Children have excellent communication skills and are confident to relate and talk about the activities and outings they have undertaken at home and at pre-school. Children say please and thank you, they are learning to share and take turns with resources which develops their understanding on good manners and the rules of society. Children take part in a range of activities to develop their understanding of the wider world. They celebrate a wide range of different world festivals to develop their understanding around other cultures and beliefs. The childminder has completed several courses to widen and develop her knowledge on children with learning disabilities to ensure that they are offered effective support to ensure positive outcomes in their learning and development.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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