

Inspection report for early years provision

Unique reference number	EY382251
Inspection date	18/05/2009
Inspector	Glenda Kathleen Field
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 has been registered since 2008. She lives with her husband and two children, aged six and three, in a bungalow in Ipswich, Suffolk. The whole of the premises, apart from the master bedroom, are used for childminding. A secure garden is available for outdoor play. There is level access to the provision. There are two cats and a rabbit as pets.

The childminder may care for a maximum of four children aged under eight years at any one time. There are currently three children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder takes children for visits to the parks, toddler groups, local shops and other childminders. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides effectively for children within the Early Years Foundation Stage and most required documentation is in place. Children enjoy a varied range of age-appropriate activities which actively promote their learning and development. The childminder has a positive attitude to inclusion, ensuring children's individual needs are met. Partnerships with parents are effective in supporting children's learning. The childminder has commenced the process of self-evaluation but has yet to identify the key strengths and areas for development within her provision in order to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of reflective practice to identify the settings strengths and priorities for improvement that will improve the quality of the provision for children
- develop further the safeguarding policy to include the procedure to be followed if an allegation is made against the provider or any member of the household.

The leadership and management of the early years provision

Children's care and welfare are effectively promoted. Detailed policies, which are shared with parents, support the care provided by the childminder. The childminder accesses training and has completed the required courses in order to develop her childcare skills. Children are effectively safeguarded because the childminder has a sound understanding of relevant issues and procedures. However, the safeguarding policy requires further development. Adults in the

household are appropriately vetted and are therefore suitable to have regular contact with children. The formal process of risk assessment has been carried out, with hazards identified and a comprehensive record of the checks carried out within the home has been developed. Although the childminder has not yet fully completed self-evaluation of her provision, she reflects on her practice and has made improvements since registration to ensure children's safety, for example, the garden has been made safe for children's use.

Children play and learn in a child-centred, welcoming environment. The childminder makes good use of her time to engage with children and provide individual time and attention to stimulate children's learning. The play environment is set out so a variety of resources are accessible, encouraging children to become independent and active learners. The partnership with parents is effective. They receive a wealth of information regarding the setting, along with a copy of all policies and procedures adopted by the childminder. Children's well-being and ongoing progress is discussed with parents on a daily basis, plus a daily diary is completed for each child and well kept observation and assessment records of children's progress are shared. Children have equal access to all resources and the daily routine is flexible to take in to account children's individual needs.

The quality and standards of the early years provision

Children's health and welfare are well supported. They are provided with healthy meals and snacks such as fresh fruit and home-cooked meals. They play in the fresh air, riding wheeled toys or use the swings and slide. Skills are further extended as they frequently visit toddler groups and parks which are equipped with apparatus which provides additional challenges. Children's personal independence is encouraged as they access the toilet and wash their own hands. Children are provided with individual hand towels, thus reducing the risk of cross infection. They learn to keep themselves safe through routine activities, for example, learning how to safely cross the road when out. Children are also involved in practising emergency escape procedures. Children thrive on the praise and encouragement they receive and are confident and happy in the childminder's care. The childminder works with parents to encourage positive behaviour. She works hard to ensure children are actively engaged in meaningful activities throughout the day. As a result, children develop habits and behaviour appropriate to good learners. The childminder gets to know children well and skilfully adapts activities so all children are able to join in and achieve their full potential.

Children enjoy a varied range of age-appropriate activities which support children in their learning. The childminder has ideas for activities broadly based on children's preferences and interests. She sets out a choice of resources each day which cover different areas of children's learning and children eagerly explore and engage in concentrated play. Observations and assessments of children's progress are made on a regular basis and the childminder uses this information to plan for children's next steps in their learning. These records are shared with parents so they may contribute to their child's developmental record. Children's interests are used to enhance their learning. Opportunities for children to be creative are regularly available and children eagerly draw and paint. Children enjoy having

stories read to them by the childminder, singing songs and playing musical instruments. They benefit from a range of child-initiated and adult-led activities. As a consequence, children enjoy learning and are able to learn at their own pace.

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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