

Inspection report for early years provision

Unique reference number	EY231062
Inspection date	27/05/2009
Inspector	Hazel Meadows

Type of setting	Childminder
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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 2002. She lives with her partner and four children aged 21, 19, 11 and nine in a bungalow in Leiston, Suffolk. There is level access to the premises. Children predominantly play in the lounge and conservatory. There is a large, fully enclosed garden for outside play. The family has a pet rabbit.

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 four children in this age group, all of whom attend part-time. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She also offers care to children aged over five to 11 years. The childminder supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The childminder is a member of the National Childminding Association. She takes and collects children to and from local schools, attends a local childminding group and local toddler groups. She takes children to local parks and play areas and to nearby places of interest.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming, stimulating and enabling environment for young children. She has a very inclusive approach and knows each of the children well as individuals. Children are offered an excellent variety of fun play and learning experiences and make good progress through the Early Years Foundation Stage (EYFS). All documentation is organised and most safety requirements are in place to promote children's welfare. The childminder maintains very positive and trusting partnerships with parents to ensure continuity of children's care. She is at the early stages of establishing a written record of children's progress towards the early learning goals. She reflects on her practice to make ongoing improvements and is considering methods of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further the EYFS learning profiles to identify next steps in children's learning and development and to inform planning
- consider methods of recording accidents and medication records more clearly
- develop a systematic method of self-evaluation to highlight strengths and identify any areas for further development.

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

- maintain a written record of risk assessments undertaken in the home and review as required. (Suitable premises, environment and equipment)

20/06/2009

The leadership and management of the early years provision

The childminder organises her home, resources and time well to meet children's individual needs and routines. A key strength is the childminder's very positive and inclusive attitude and approach to diversity. She values each child's individuality and gets to know them, and their particular needs, well. All children are given the opportunities they need to reach their potential in all aspects of their learning and development. The childminder is experienced at observing individual children and planning and providing for their ongoing development. She is now developing a system of recording her observations, using Suffolk County Council Learning Journeys, to monitor children's progression towards the early learning goals. Her written observations, often supported by photographs, are clearly linked to the areas of learning and often used to identify next steps in children's individual learning and development. The childminder has initiated links with the local nursery, also delivering the EYFS, to try to promote continuity for the children.

The childminder takes steps to ensure children are cared for in a clean, safe and secure environment but does not have written risk assessments for her home and garden. She has written risk assessments for different types of outings. She ensures all required training is up-to-date. She has a secure knowledge regarding safeguarding children, is clear of her role and responsibilities, and knows what action to take if she has concerns about a child. She informally reflects on her practice and is considering methods of self-evaluation to highlight strengths and identify any areas for improvement.

The childminder develops positive and trusting relationships with parents. She encourages frequent two-way communication to ensure each child's individual needs are met and to promote continuity of care. She gathers relevant details about the children and has some signed, written parental consent forms to ensure they are cared for according to their parents' wishes. Succinct, written policies, which are relevant to the setting, are shared with parents, ensuring that practice and procedures are understood. Parents' comments, on recently written references, endorse the natural skills the childminder has in providing good quality childcare and activities for their children.

The quality and standards of the early years provision

Children are very happy and settled with the childminder and her family. They are at ease in her home and have free-flow from indoors to the garden. The large garden offers daily opportunities for fresh air and exercise. It is very well-equipped with a challenging variety of toys and equipment for all abilities. Children gain confidence and coordination on the climbing frame and zip wire and on the large trampoline. They use a selection of ride on toys, suitable for varying stages, with

increasing skill. Other toys are easily accessible in the conservatory, enabling children to help themselves and initiate their own play. Children's differences are valued and appreciated and positive attitudes towards one another are fostered from an early age through the childminder's excellent example and her straightforward explanations. This positive approach is reflected in some of the resources.

Children form very positive attachments to the childminder and good relationships with her family. She is caring and attentive to the children and toddlers are reassured by her presence. The childminder plays at the children's level, supporting their learning and development. She offers help and explanation when necessary but is also skilled at knowing when to let children learn and try for themselves. For example, toddlers persevere and manage to connect the building bricks without adult intervention. Children learn to be considerate and patient, taking turns with a matching card game and sharing toys. Their behaviour is generally very positive, as they are well occupied and clear of the reasonable boundaries of acceptable behaviour. The childminder is calm and consistent in her approach and firm when necessary, offering clear explanations or distraction as appropriate and skilfully diffuses any clashes between the children. She is aware of children's individual preferences and routines and potential triggers which may upset them. She works closely with parents to promote consistency of approach, to enable children to feel secure.

Children are confident communicators and freely share their thoughts and ideas with the childminder. Toddlers are gradually encouraged to relinquish their dummies to enable them to speak more freely. Children enjoy a broad range of interesting, good quality books and handle them responsibly. They benefit from a wealth of creative activities such as cookery, craftwork and playing with musical instruments. Children's imaginative play is encouraged and well supported with a good selection of props such as a play kitchen and dressing up clothes. They spontaneously make a bed out of cushions and a blanket and have an impromptu picnic together with their packed lunches. Parents provide most of the children's food but healthy eating is promoted as much as possible. Good hygiene is promoted, for example, hand washing or using wet wipes prior to eating and after messy activities.

Children develop their problem solving skills through playing with puzzles and action reward toys and being given opportunity to consider solutions for themselves. They develop some understanding of how to care for living things by helping to feed the rabbit. They use everyday technology such as computer games and a digital camera with skill and competence. They learn how to keep themselves safe through reminders from the childminder and consistent rules on the large equipment. Also, road safety is regularly practised and re-enforced on the walk to and from school.

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?	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met