

Inspection report for early years provision

Unique reference number	EY384308
Inspection date	10/08/2009
Inspector	Sarah Williams
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 lives with her husband and two children on the outskirts of Ipswich, Suffolk. The whole of the ground floor, one bedroom and the bathroom is registered for childminding and there is a fully enclosed garden for outside play. The childminder walks to the local school to take and collect children. She takes the children to the library and park and other places in the locality.

The childminder is registered to care for one child in the early years age range at any one time and is currently minding two children on a part-time basis. Care is also offered to children aged up to eight years. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides effectively for children in the Early Years Foundation Stage (EYFS) and promotes all round development. Overall, an inclusive and welcoming service is provided; information from parents is used well to inform practice, children's individual needs are well known and sensitively taken account of. Effective steps are taken by the childminder to evaluate her provision for children's welfare, learning and development; the self evaluation has been completed and shows very good understanding of areas for future development, with plans for the future well-targeted to bring about further improvements.

What steps need to be taken to improve provision further?

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

- develop use of evaluation to plan next steps in children's learning based on observations of what children can do
- improve the range of resources and activities promoting diversity and awareness of world cultures.

The leadership and management of the early years provision

The maintenance of records, policies and procedures ensures safe and efficient management of the EYFS and ensures that children are safe and well cared for at all times. Written records include children's personal details as well as emergency contact details. Policies and procedures including a complaints procedure are effective, having been well thought out and presented in a professional manner making them easy to read and understand. The records demonstrate that the checks have been done on household members, ensuring their suitability to be in contact with minded children.

There is an effective policy and good understanding of ensuring equality of opportunities and support for children with learning difficulties and disabilities. Although she has not had experience of children with additional needs, the childminder is confident that her approach would meet their individual requirements. The childminder welcomes all children regardless of background; there are some activities and resources reflecting diversity but more could be provided to explore this area of care and learning further.

The childminder is careful to ensure that ratios are fully adhered to at all times in order to meet the requirements and provide good quality care for the children. The childminder actively strives for improvement to provide high quality care and education; she is taking positive steps and uses the Ofsted evaluation form as an action plan and to clearly show her understanding of the strengths and areas for development.

The quality and effectiveness of risk assessments and actions taken to manage or eliminate risks is good; written risk assessments work adequately and are well thought through. As a result, the environment is safe and monitored to reduce any hazards or danger to children. For example, an extra gate has been installed to keep children within view whilst they play outside.

Effective links are fostered with parents or carers, other providers or professionals involved with the children to promote the integration of care, education and any extended services; parents are offered progress reports on achievements and are fully included. They are asked to complete a booklet about what their children can do before they attend and encouraged to become involved in learning and development. The daily diary is a popular way to communicate the day-to-day achievements and activities.

The quality and standards of the early years provision

Children are safeguarded because the childminder has an up-to-date understanding of safeguarding issues and is able to implement her policy appropriately; she is confident in making a referral if necessary in order to safeguard a child. There are risk assessments in place for the home and garden, as well as for outings away from the setting. These are very detailed and thorough to ensure children can enjoy outings to local places of interest and to socialise with other children. The childminder has taken reasonable steps to ensure the safety of children on the premises in case of fire and has a clearly defined evacuation procedure. Fire detection and control equipment is in place to maintain a safe and hazard free environment. The premises, both indoors and outdoors are safe and secure. There is adequate space for children who wish to play quietly or sleep, a travel cot available or children may rest or nap on the sofa. Walks in the area are part of the daily routine for children, providing stimulation and fresh air.

Children's good health and well-being is promoted and necessary steps are taken to prevent the spread of infection, and appropriate action taken when children are ill. There is a written record of all prescribed medicines administered to children. Written permission for each and every medicine is obtained prior to administration.

The childminder is able to respond effectively to any minor injuries and first aid needs as she has a current paediatric first aid certificate and keeps a well stocked first aid box to hand. There is a record of accidents and first aid treatments and parents are informed of any accidents and any first aid treatment that was given. There is a procedure for children who are ill or infectious which includes a 72 hour exclusion time, helping to keep children healthy and free from infection. Children are provided with healthy food that is nutritionally balanced and meets their dietary needs; fresh drinking water is available at all times and fruit and vegetables are included in all meals and snacks. Children's dietary requirements are met through discussion with parents regarding preferences and any allergies or special requirements.

The childminder has a firm and clear understanding of positive behaviour management. She is sensitive to children's individual circumstances as well as stages of development and implements strategies based on promotion of positive behaviour. Children are praised and encouraged, resulting in good self-esteem and growing confidence.

The childminder helps children to progress towards the early learning goals She provides planned, purposeful play and exploration, both in and outdoors that results in children being active learners. Children enjoy moving to music, role play with dolls and small world figures, books, shape sorters and noisy toys. There is a very good range available for different ages and stages of development. Children are able to access the toys and books easily from labelled low-level units, enabling them to develop free choice and decision-making skills.

The childminder's quality of planning for individuals is used effectively; information from observation and assessment ensures that children achieve as much as they can in relation to their starting points and capabilities. The development profiles show sensitive observations linked to development but little evidence of the next steps in learning to ensure the planning cycle is complete. Parents are invited to contribute to the profiles and become involved in their child's learning by sharing information and ideas about favourite activities.

Children benefit from a good range of learning opportunities which cover the six areas of learning. They love dancing to music, using instruments and singing along. At quieter times, they may share books and develop vocabulary and understanding of language. Dolls and role play equipment encourage imaginative play, indoors and in the garden. Physical development is supported as children move around the setting, negotiating steps and paths in the garden and using the safe trampoline when they are mature enough to do so. The childminder promotes language development by playing with the children and talking about their toys and play. She clearly enjoys her time with the children and manages their various needs well, providing homely care and an abundance of stimulating learning opportunities.

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

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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