

## Inspection report for early years provision

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<b>Unique reference number</b>	EY382259
<b>Inspection date</b>	02/07/2009
<b>Inspector</b>	Sarah Williams
<b>Type of setting</b>	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 2008. She lives with her husband and one child in Ipswich, Suffolk. The whole of the ground floor is used for childminding. Children have access to a secure, enclosed garden for outdoor play.

She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of two children in the early years age range may be cared for. Care is also provided for children aged up to eight years.

The childminder attends various toddler and activity groups and visits the local park and playground as well as other local places of interest.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. The childminder demonstrates a sound knowledge of each child's needs which enables her to promote their welfare and learning requirements effectively. Children's safety is carefully considered and they are appropriately protected from harm through the childminder's clear policies and practices, with minor omissions. Effective links with parents enable the childminder to be kept fully informed of any changes in the children's needs. A process of self-evaluation is being developed to enable the childminder to consider her practice and identify further improvements.

## **What steps need to be taken to improve provision further?**

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

- ensure that records of medication administered are up to date and accurate
- develop use of the outside area to offer a wide range of play and learning opportunities across all areas of learning.

## **The leadership and management of the early years provision**

Children are cared for by a dedicated and enthusiastic childminder who has undertaken all the relevant introductory courses to enable her to gain the necessary knowledge and understanding to promote children's welfare, learning and development. The childminder is keen to progress her childcare knowledge through further training.

Clear procedures are in place for maintaining the relevant records and documents required for registration. A set of policies provides parents and visitors with useful information about the childminder's practices, however, not all instances of medication administered have been recorded, which could potentially have a negative impact on a child.

All adults living on the premises have been appropriately vetted and the childminder ensures that the minded children are always under supervision. Children are effectively protected from potential harm as the childminder demonstrates a sound knowledge of child protection and safeguarding. The childminder's home is kept safe and secure and the childminder carries out regular risk assessments and fire drills so that children are aware of what to do in the event of an emergency evacuation.

The childminder is aware of the need to evaluate all aspects of her practice and is beginning to develop her own appraisal process in order to improve her provision. Parents appreciate the standard of care that their children receive and provide the childminder with feedback and contributions to the children's daily diaries and developmental records as well as through verbal exchanges when children are delivered and collected. Children's individual requirements are well known and the childminder ensures that their needs are met.

## **The quality and standards of the early years provision**

Children's learning, development and welfare is actively promoted by the childminder. Children are beginning to develop an understanding about keeping themselves safe and healthy as they follow the childminder's clear directions. For example, they are helped to make sure their hands are clean before eating a healthy snack of fresh fruit. Children are active and enjoy physical play both indoors and outdoors when they play in the childminder's well-equipped garden. They can choose from a wide variety of wheeled toys as well as water play, skittles and a selection of balls for football practice. Children are encouraged to eat healthily and have water or dilute squash available at all times to ensure they remain healthily hydrated.

Children play and learn in a welcoming, child-friendly environment. They move freely between the childminder's lounge and playroom and can choose to play outside if they wish. Toys and play resources are easily accessible to the children, promoting their independence and ability to make choices over their play. Colourful posters and examples of the children's creative work ensure that the environment is attractive and exciting and provide a talking point for parents and visitors, raising the children's sense of achievement and self-esteem.

Children's starting points, likes and dislikes are discussed before children are cared for. Parents are asked to provide relevant information to enable the childminder to assess their stage of development and plan effectively for their progress. Children are valued within the childminder's home and encouraged to develop a sense of belonging. Children are well-behaved and enjoy their time with the childminder, who manages to balance her time between children of similar ages well. They are settled and happy to try new things and ask for favourite activities. The childminder is committed to acknowledging each child's specific needs and endeavours to provide a fully inclusive service through her practices and procedures. The childminder is beginning to involve the parents in their children's learning through the developmental records. She is aware that when children begin attending other settings such as a pre school or nursery, she will form links

to aid continuity of care and learning.

Children participate in a good range of activities which enable them to explore all six areas of learning. The childminder makes clear observations of the children's achievements which she plots against the stepping stones. She evaluates the activities and the aspects the children have learned and uses her observations to plan future activities to help promote their learning. Children are at the early stages of language acquisition so communication is often by gesture and body language. The childminder responds by speaking clearly to the children, extending their understanding and language skills. Everyday activities and discussions around numbers, shapes and colours enables children to develop their knowledge of problem solving, reasoning and numeracy. Toys with colourful and noisy actions are popular and the children try to take turns and share. Children enjoy being outside but have not yet been encouraged to learn about nature or the seasons through, for example, digging or growing plants. Children actively participate in role play, taking their babies for walks and feeding them from a bottle, thereby developing their nurturing skills and expressing their feelings through play.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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?	3

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](http://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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