

Inspection report for early years provision

Unique reference number	250868
Inspection date	05/08/2009
Inspector	Deirdra Keating
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 2002. She lives with her husband and adult children in Wenhaston, Halesworth. The ground floor of the childminder's home is used for childminding. The childminder has chickens, ducks, fish, a cat and a tortoise.

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 nine children who are within the Early Years Foundation Stage (EYFS) years. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides well for children in the EYFS and has created a safe, welcoming and homely environment where children's individual needs are carefully respected. Children are very well engaged in activities that motivate and interest them and consequently they progress very well towards the early learning goals. The childminder has developed an effective partnership with parents and other providers. She is committed to improving her practice but has not recorded this in a self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation to ensure strengths and weaknesses of the early years provision are identified
- implement an effective policy about safeguarding children in line with the Local Children Safeguarding Children Board (LSCB) local guidance and procedures.

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

- ensure that written permission is sought for the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).

26/08/2009

The leadership and management of the early years provision

Children are cared for well by a childminder who has a conscientious approach and has organised routines and activities to ensure she can provide good quality care and attention for each child. Children's welfare, care and safety are promoted well by the childminder who has attended some training courses to improve the quality of her care. Secure routines allow children to experience a varied range of activities both in and out of the childminder's home and develop good links in the local community. All children are clearly valued as unique individuals and their needs are carefully respected.

Children are safeguarded by the childminder who has basic procedures in place to protect children from potential harm, however, the procedure is not written and lacks clarity. The environment is checked daily to ensure children's safety and household members are checked to ensure they are suitable to have regular contact with children. The childminder can deal with minor accidents because she holds a current first aid certificate, however, she has not obtained parental permission to seek any necessary emergency medical advice or treatment which could compromise children's safety.

Each child benefits from good continuity of care as the childminder takes time to find out about their individual needs and routines when they first join the setting. Ongoing daily discussions with parents ensure details of children's changing daily routines and developmental achievements continue to be shared verbally at the end of the day. This two-way flow of information also extends to the other local provisions that children attend. The childminder uses information from early years providers that children attend to build on their current concepts and skills and extend their learning.

The childminder has partly acted on the recommendations raised at the last inspection, and has some written procedures in place but has not yet developed a process of evaluating her practice and targeting areas for improvement.

The quality and standards of the early years provision

Children feel very comfortable and secure as they are able to select a varied range of play materials with ease and independence. They are interested and stimulated by the resources on offer, toy boxes are stored at a low level, they are regularly rotated and popular items easily accessible. For example, children have fun with dinosaurs and toy cars that they recognise, they are animated and happy as they look for and find dinosaurs which they name. Children's speech and language development is facilitated and supported extremely well by the childminder. She gives clear explanations, models active listening, and encourages children to learn new vocabulary. Additionally children share stories and songs practising how to make their sounds and link letters to sounds. Children feel confident in the environment and are willing to try things out, knowing that their effort is valued.

Children learn about how to keep themselves safe and move safely within the

childminder's home, they negotiate steps and learn how to use climbing equipment safely in the garden. Children's behaviour is very good, the childminder adopts a gentle approach that is consistent and gives good explanations. Children are in a secure routine of visiting various activities in the local community and coming back for lunch and child-initiated play in the afternoon.

Children develop a very good understanding of healthy living as they eat nutritious meals and help to prepare food that is made from fresh ingredients. For example, the childminder organises her routines to enable older children to make pizzas for lunch whilst younger children rest. Children sit up at the table and enjoy fresh fruit and water to drink at snack time. The outdoor environment is strongly promoted by the childminder who encourages children to play in the garden and walk to local schools. Children experience very good links with nature, they go for walks, observe seasonal changes and learn about insects as they are often outside. Children can access the garden from double sliding doors in the living room where they can develop their physical skills on the wooden climbing frame and slide and run around in the fresh air using plants and foliage to enhance their play. The childminder has put up tents to ensure they are protected from the sun and enable them to relax on cushions if they feel tired.

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.	3

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

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

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
--	-----