

Inspection report for early years provision

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Inspection date	02/09/2009
Inspector	Gill Thornton
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1991. She lives with her husband, 12 year old child and their two grown up children in Lakenheath, close to shops, parks and the local school. The whole of the property is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five 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 two children in this age group both on a part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and nursery. The family has a dog and a rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's individuality is recognised and nurtured by the childminder who has an in depth knowledge of their backgrounds, family circumstances, interests and capabilities. This leads to effective continuity of care and learning enabling all children to generally make good progress in their learning and development. Some systems for self-evaluation are in place, but these are not sufficiently developed to enable her to drive continuous improvement in all areas. She has begun to identify some areas for improvement, such as the need to attend ongoing training to support her continuing professional development.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident and include any assessments of risks for outings and trips. (Suitable premises, environment and equipment)
- 02/10/2009

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

- extend opportunities for children to practise and extend their skills in Information Communication and Technology (ICT)
- reflect and consider the information from observation and assessment to ensure that all opportunities to extend children's learning are fully explored

- develop the use of self-evaluation to take account of the views of users to ensure priorities for development are accurately targeted to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's care and learning is generally well promoted because the childminder has a sound knowledge of most aspects of the Early Years Foundation Stage (EYFS). She has a good understanding of her legal duties and responsibilities regarding child protection issues. Successful partnerships with parents and the sharing of relevant information helps safeguard children. The childminder is vigilant about safety issues and conducts risk assessments both in and outside the home. However, she does not have a record of risk assessments carried out, this is a breach of a requirement of the EYFS.

The childminder works closely with parents to provide an inclusive service and ensure each child gets the support they need to make good progress in their learning and development. She helps parents and carers support their children's learning, providing guidance and advice to contribute to improvements in children's achievements and well-being. Children's welfare and learning are supported by the childminder's operational policies and procedures which successfully guide her practice. These are shared with parents to help them understand the care provided, thus establishing secure working relationships. Partnerships with other providers are well established and effectively promote coherence and progression.

The childminder generally recognises her strengths and accurately identifies some areas for improvement. However, her self-evaluation is not sufficiently robust to ensure she focuses on the most significant priorities for development. She makes good use of routines and incidental opportunities to support and promote children's learning to extend their interest and enjoyment. She generally reflects well on her observations of children's play in order to identify ways of providing further challenge, although there are a few occasions when the information from observations is not used to influence planned activities. The childminder manages her time effectively and, with the exception of equipment to promote children's knowledge and skills in ICT, makes effective use of space and resources to support children's learning. Overall children make good progress in relation to their starting points and capabilities.

The quality and standards of the early years provision and outcomes for children

Children are happy and well-settled in the childminder's well-organised home where they move around in freedom and comfort. Their individual interests are reflected well in the stimulating range of good quality resources from which they confidently select those that interest and motivate them. They competently communicate their own thoughts and feelings while creatively introducing a narrative and storyline into their imaginative play. Children are safe and secure in

the childminder's care and form close and caring relationships with the childminder and her family. Their confidence and self-esteem are increasing well as they respond to praise and encouragement from the childminder. They have good opportunities during their play to develop their understanding of possible dangers and how to keep themselves safe. For example, understanding that the soles of the dressing up slippers are smooth so they are not safe to wear in the kitchen.

The childminder interacts well with children during their play, asking open-ended questions to help children make connections in their learning, such as while playing shops together. The childminder makes regular observations of children's progress and introduces the right balance of adult-initiated and child-led experiences to promote their development in most aspects of the areas of learning. Children's next steps in learning are generally identified using information gained from assessment to promote their progress towards the early learning goals. Children enjoy sharing books with the childminder and 'reading' stories to her. They are learning to recognise numerals and shapes in everyday situations such as while walking to school.

Children develop a clear understanding of the importance of following good personal hygiene routines, for example, they know that they must wash their hands after touching the dog "in case they get germs in their tummy". The childminder stresses the importance to parents of giving children time to manage age appropriate tasks to promote children's sense of achievement and help them learn skills for their future independence, such as when they start school. Children are learning to respect the beliefs and views of others, for example, while visiting the local churchyard. The childminder uses good strategies to help children consider the feelings of others and she shares behaviour management strategies with parents to promote consistency of approach so that children learn to understand what is expected of them. Children engage in a wide range of physical activities both indoors and outside, increasing their understanding of the importance of regular exercise as a part of a healthy lifestyle.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement a written statement of the procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email. (Procedures for dealing with complaints, also applies to the voluntary part of the Childcare Register) 02/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- demonstrate how your training is compliant with the common core skills or level 2 qualification requirements (Qualifications and training) 02/12/2009
- take action as specified in the compulsory part of the Childcare register. (Procedures for dealing with complaints) 02/10/2009