

Inspection report for early years provision

Unique reference number	EY299245
Inspection date	07/07/2009
Inspector	Deirdra Keating

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 children aged two and six years in Leiston, Suffolk close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the second floor. The childminder has goldfish.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child who is 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 clean environment in which children make good progress in their learning and development. Effective links with parents help to build positive relationships and ensure that the needs of all children are met. The childminder has started the process of self-evaluation and identified some areas for improvement.

What steps need to be taken to improve provision further?

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

- develop the use of evaluation and quality improvement processes as the basis of ongoing review
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The leadership and management of the early years provision

The childminder provides good care and has organised her home well to accommodate all children's needs. Basic written procedures are followed by the childminder, who ensures children's welfare, care and safety is prioritised and all written consents are sought to support this. Good communication systems have been developed with the local school and playgroup by the dynamic childminder who takes a pro-active approach. These systems ensure that the childminder can communicate with key staff at other provisions and take relevant information back to parents. Parents are positive about the childminder's practice and the supportive and active role she takes in their children's lives. The childminder works closely

and co-operatively with parents, sharing information with them verbally on a daily basis.

The childminder ensures that children are safeguarded and all adults who come into contact with them are suitable to do so. Children's safety is further supported by the childminder's understanding of the procedures for safeguarding children. The childminder welcomes all children into her home, she is competent at meeting children's needs and truly values each child.

The childminder works closely with other childminders to share knowledge and access support and training. The childminder has addressed the recommendations raised at the last inspection, however, there is not a strong enough emphasis on reflecting on her practice and this means that priorities for improvement are not as accurately targeted as they could be.

The quality and standards of the early years provision

The childminder has created an environment that is homely, clean and comforting for all children. Children are in a routine of visiting a group in the morning and coming home for lunch and activities in the afternoon. Children's learning and development are encouraged well by the childminder who provides tactile support as she encourages children's increasing independence. Children practise taking their early steps; they 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 stairs learning how to do so safely with good support.

The childminder has developed a genuine bond with children and offers a close relationship in which children's achievements are truly valued. A good partnership has been established with parents. For example, parents and carers are warmly welcomed as they collect their children and this enables the childminder to share information regarding children's learning and development. The childminder promotes an inclusive and nurturing environment in which all children and families are valued.

The childminder provides good quality food for children. Children sit with the family at the table and enjoy fresh healthy meals and are encouraged to use good table manners. Children are strongly encouraged to be as healthy as possible; they can access the patio garden, drink water throughout the day and are provided with fresh fruit to snack on. The childminder shows skill and flexibility in meeting children's specific dietary needs.

The childminder provides a good balance of activities covering all areas of learning. Regular observations are used to record children's progress in their individual records and ensure that all children make good progress in their learning. Observation is used for recording children's progress, however, these do not include children's next steps in learning. Parents have regular opportunities to look at individual records with the childminder and have contributed to the records adding their comments.

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

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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