

Inspection report for early years provision

Unique reference number	EY379645
Inspection date	17/07/2009
Inspector	Georgina Emily Hobson Matthews
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 2008. She lives with her husband and child aged five years close to Lowestoft, in Suffolk. Access to the childminder's home is via a level pathway. Local amenities are within walking distance of her home. Children have access to the ground floor of the childminder's home and a room for undisturbed rest is available on the first floor. An enclosed rear garden is available for outdoor play. The childminder walks or drives to local schools to take and collect children. The family has two cats as pets.

The childminder is registered on the Early Years Register. She may care for a maximum of five children under eight years at any one time of whom no more than two may be in the Early Years Foundation Stage (EYFS). She is currently minding two children in this age range. She also offers care to children over five to eight years. This provision is registered on the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

The provision is good. The childminder is beginning to evaluate her childcare provision in order to target areas for improvement. Children make good progress within their learning as the childminder plans carefully for each child's development. She forms good partnerships with parents and other EYFS providers and obtains all required information in order to meet children's individual needs. Children's welfare is promoted as the childminder organises her home effectively to accommodate their play. She includes most potential hazards to children within a risk assessment of her home and makes a visual assessment of risk on each outing.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing
- cover anything with which a child may come into contact within the risk assessment, with particular reference to the large trampoline.

The leadership and management of the early years provision

Children's welfare, learning and development are promoted well. The childminder has familiarised herself with the EYFS and has accessed support through a local childminding network. She has a good awareness of how to support children's development and provides them with realistic challenges. Each child's progress in the different areas of learning is recorded in a 'Learning Journey'. The childminder makes an ongoing assessment of their progress and plans for the next steps in their development. A regular summary is issued to parents and they are

encouraged to contribute to their child's learning targets in order to promote consistency. Children's good health is accommodated. The childminder holds current paediatric first aid training and has robust systems in place to prevent the spread of infection. She holds the required records for the safe and efficient management of her provision and has identified some areas for improvement within her practice. The childminder has a secure understanding of how to protect children from harm or neglect and procedures are in place to ensure that all adults having access to children are suitable to do so. She has minimised most potential hazards to children within her home. However, the large trampoline is not included in her risk assessment and the manufacturer's guidance does not record a suitable age range for its use. In addition, although the childminder carries out a visual risk assessment on each outing, she does not review an assessment before embarking on each specific outing in order to ensure children's safety at all times.

The childminder creates a warm, welcoming environment for children. They have access to a wide range of inviting, easily accessible resources. These are changed regularly in order that children remain interested and motivated and they are able to make choices and to play at their own pace. The childminder responds sensitively to children's individual needs, skilfully involves herself in their activities and interacts affectionately with them. She has sensitive sleeping procedures for young children. The childminder has no experience of caring for children with additional learning or development needs but has considered how to liaise closely with parents in order that no child is disadvantaged. The childminder has made links with another provider delivering the EYFS for children within her care in order to ensure progression and continuity of learning. Parents are valued and involved effectively in children's learning and development. They are provided with detailed information about the childminder's practice prior to the commencement of care and regular newsletters keep them updated. The childminder maintains a 'communication book' for each parent and children's ongoing progress is discussed each day. Parents' satisfaction is reflected in their extremely positive feedback.

The quality and standards of the early years provision

Children develop an understanding of how to be healthy. The childminder has a good understanding of nutrition and offers children healthy, balanced snacks and meals. She states that she would discuss any concerns regarding the contents of packed lunches with parents in order to ensure that children receive a healthy diet. Children have free access to drinks and are encouraged to drink regularly. They learn about hygiene and to wash their hands before eating and after toileting. Children develop a positive attitude to exercise and have daily opportunities to explore a variety of physical movements in a pleasant garden with a wide range of outdoor equipment. They show an awareness of space as they move with confidence in and outside the setting. Children learn to balance and climb on large pieces of equipment and to travel around, over and through. They learn to manipulate small tools during sand and water play and as they manipulate dough.

Children behave well. They learn to share, to take turns and to show respect for each other. The childminder acts as a good role model and provides children with

high levels of support. Their self-esteem is raised as the childminder offers them lots of praise and encouragement. She supports the development of children's language well. The childminder involves herself in their play, responds to their sounds and repeats words such as 'baby'. Children delight in playing 'peek-a-boo' in a play castle. They immerse themselves in imaginary play as they feed a baby in a highchair and make appropriate feeding sounds. Children explore different shapes as they post these through a shape-sorter and the childminder counts each one to develop their understanding of number. They begin to recognise that print carries meaning in a print-rich environment with lots of posters and labels and a wide selection of books. Children have lots of opportunities to mark-make on paper and on easels. They use remote controlled cars and interactive games and learn about the local community on trips to the library. Children have access to a stimulating range of creative resources such as paints, dough and craft materials.

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?	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