

Inspection report for early years provision

Unique reference number	EY313187
Inspection date	22/07/2009
Inspector	Moira Oliver
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 2005 and lives with her family in Felixstowe, Suffolk. The whole of the ground floor is used for childminding and the children have access to the bathroom upstairs. There is a fully enclosed garden for outdoor play and there is one small step to access to the premises. The family have a dog as a pet.

The childminder is registered to care for a maximum of five children at any one time and is currently minding eight children, three of whom are in the early years age range. She is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The childminder supports children with learning difficulties and/or disabilities as well as children who speak English as an additional language. The childminder walks to local schools to take and collect children and takes children to the local play areas, parks and the beach. She is a member of the Felixstowe and District Childminding Group and the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The good quality care and education provided enables all children to progress well through the Early Years Foundation Stage. Children enjoy a wealth of activities in a safe and secure, happy environment. Partnership with parents is a key strength and contributes significantly to ensuring the needs of all children are met. The childminder continually strives to improve her practice and has some systems in place for self evaluation.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessments clearly stating when it was carried out, by whom, the date of review and any actions taken
- develop the use of reflective practice to use as an effective system to identify specific areas for development to support improvement.

The leadership and management of the early years provision

The childminder is qualified and experienced in childcare and keeps up-to-date through attending training and working closely with her local childminding group. In addition, she uses a range of reference resources such as books, the internet and other publications to increase her knowledge further. She regularly looks for new ideas, activities and resources to offer to the children to stimulate their learning. The quality care provided is a result of the childminder's dedication to her

role and her drive to provide the best care she can for each child in her care. Self evaluation is used as a tool to identify and describe strengths in her practice, however, at present it does not clearly identify specific areas for development and is not used as an effective tool to support improvement.

Parents receive a comprehensive information pack which includes a very clear set of policies and procedures which guide the childminder's practice. The information enables parents to understand the services she provides and promotes effective partnership as they work together to meet children's needs. Parents provide valuable information about their children and share developmental records from previous childcare provision to support the childminder's planning. Documentation is in place, including detailed records of all children and permission forms, ensuring children are cared for appropriately and parent's wishes respected.

The childminder has a good understanding of how to promote children's safety and ensures her home is free from hazards and children can access all areas and resources safely. Thorough risk assessments are carried out daily on the premises and whilst on outings. However, they are not recorded in line with the requirements of the Early Years Foundation Stage.

The quality and standards of the early years provision

Children are enabled to make good progress in their learning and development because the childminder has a clear understanding of the Early Years Foundation Stage. She uses this knowledge effectively to plan enjoyable activities for the children both indoors and out. She records valuable observations of the children's development and plans successfully for their next steps, providing the support they require. For example, providing resources and opportunities for children to practise pedalling tricycles so they can begin to concentrate on their steering abilities.

Children settle extremely well and are happy and confident in the childminder's company. They make their own choices, accessing all the play areas including the garden and choosing equipment from low-level, accessible storage boxes. They are becoming independent as they manage personal care, such as, toileting, put on their own shoes and help to dress the dolls. They have many opportunities to socialise with other children when they visit groups and other childminders. Children's communication skills are developing well as they chat freely to the childminder, asking questions and talking about their play. They have opportunities to mark-make and drawings show children's attempts at making 'letter like' shapes. They are supported and challenged as they build on skills already achieved. For example, children confidently count their ten fingers and recognise some numbers in print and the childminder encourages them with those numbers they are not familiar with.

Children use their imaginations with the wealth of role play resources. They get the dolls ready for going out in the rain and make meals for them using the play kitchen. Children enjoy music and listen to musical books, sing songs and play instruments. They express themselves through a range of craft media including paints. Physical play is promoted through regular visits to the play parks where

they climb, balance and have space to run and play with bats and balls. Children enjoy tearing and cutting paper and the childminder supports them by providing a range of different scissors for all abilities. They explore their local environment through regular visits to places of interest such as the beach, the park, and enjoy story sessions at the local library. They enjoy learning about nature, harvesting vegetables in the garden and looking at insects and birds.

Children's welfare is promoted well. They remain healthy due to clear policies and procedures and simple hygiene routines. They learn to treat each other with respect as they discuss similarities and differences using a range of resources such as dolls, books, puzzles, posters and the internet. They talk about their feelings, what they like and do not like, encouraging understanding. The childminder uses age appropriate strategies to support children to manage their own behaviour. She is understanding, respectful and provides lots of affection and attention enabling the children to feel valued and develop a sense of belonging.

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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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