

Inspection report for early years provision

Unique reference number	250798
Inspection date	19/10/2009
Inspector	Deborah Kerry
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 1989 and lives with her family in Stowmarket. Minded children have use of the whole of the ground floor. There is a fully enclosed rear garden for outside play. The property is accessed via a step.

The childminder is registered to care for a maximum of six children at any one time. There are currently two children attending who are within the Early Years Foundation Stage (EYFS) age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The local area has amenities for young children including a recreation ground, toddler group and pre-schools. Minded children have supervised access to the three rabbits in the garden.

The childminder is a member of National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a secure, enjoyable environment for all children in the Early Years Foundation Stage (EYFS). Each child has their individual needs effectively met through the good partnerships the childminder has developed with parents. Children benefit from the childminder's well-organised approach, ensuring their learning and welfare is fully promoted. The childminder ensures all children are fully included and she has developed clear, effective systems for self-evaluation to ensure her practice is regularly reviewed and has clearly identified areas of development for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop partnership working further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records
- ensure that a record is kept on all the emergency evacuation practises and include any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder is well-informed regarding safeguarding procedures, which ensures that children's welfare is a high priority. She has attended safeguarding children training and ensures that her policy includes local contact information. The childminder has completed risk assessments for all areas in the home and

equipment, which ensures children are protected from any possible dangers. Risk assessments are undertaken for each outing, ensuring children's safety is maintained and children are protected from any potential hazards. The childminder ensures that children are knowledgeable in maintaining their own safety through discussions and practises of the emergency evacuation procedures. However, the childminder does not keep a record of practises to show that this is done on a regular basis so that all children have an awareness of what to do in an emergency.

The childminder has good relationships with the parents of minded children and keeps them fully informed about their child's learning and development through daily verbal feedback on their child's day and any achievements. The childminder has in place a range of policies and procedures to support her good practice. These are shared with parents to help keep them fully informed about the care and learning she provides for their children. Parents are kept informed of the outings or specific activities the childminder has planned to meet children's needs and interests. However, they have not yet added comments on their child's achievements at home to their progress records to support their learning. Children are provided with a range of books and activities to promote their understanding on other cultures and beliefs. She ensures that the exchange with parents keeps her fully informed of any changes to their individual routine and needs so the appropriate care can be provided. The childminder ensures that resources are stored within children's reach. This allows children to make independent choices on what they wish to play with that meet their own interests.

The childminder has reviewed her practice and uses self-evaluation to identify areas for improvement, ensuring children's continued progress in their learning and development. The childminder has attended training on the EYFS to support children's learning and is keen to attend further training. This will help to consolidate her knowledge and ensure outcomes for children remain positive.

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

The childminder ensures that she has all the relevant information from parents to meet their individual health and dietary needs. Parents provide meals for their children which the childminder stores appropriately to maintain their good health. Each child has their own towel which helps to minimise any risk of cross infection and develops their understanding of promoting their own knowledge around procedures for personal hygiene. Younger children have space to crawl and are able to pull themselves up on the furniture to promote their balance in readiness for when they start to walk. Children can access the garden to run and there is a range of equipment to support their physical development. Older children walk to and from school and are taken on regular outings to the local park and museum. This helps to promote their healthy growth and development well.

The childminder fully supports children's learning and development and ensures activities and resources meet their interests. The childminder records children's progress through undertaking regular observations. This helps her to plan activities

around their interests which she uses to plan for the next steps in their learning. The childminder uses colour coded stickers to ensure that the activities provided cover all six areas of learning and that children are provided with a balanced curriculum. Children are making progress in the areas of learning through a mix of adult and child-led activities, they are able to self-select resources as they are organised within their reach. Children enjoy building towers with stacking cups and watching them as they fall down. Their dexterity and knowledge on technology is promoted as they press buttons on electronic toys, they listen to the letter sound it makes which supports their understanding on sounds and letters.

Children's understanding on the wider world and diversity is fully promoted as they are taken on regular outings within the local community. For example, they talk about their families, the holidays they have been on and the different places they have visited. This helps children to develop their understanding about the different cultures and beliefs of others. The childminder reads stories to children which she knows they like; she points to the different pictures to involve them and to promote their interest in books and literacy. The childminder interacts with children and responds to the sounds and gestures they make to help promote their early speech and language development.

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	2

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	2
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	2
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	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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