

Inspection report for early years provision

Unique reference number	EY275601
Inspection date	11/01/2010
Inspector	Hazel Meadows

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2003. She co-childminds with her mother, who is also a registered childminder. They live, and childmind together, in a three storey house in Sudbury, Suffolk. There is level access to the premises and a downstairs cloakroom. The whole of the ground floor is used for childminding activities and children have access to the first floor for daytime sleeping. There is a fully enclosed garden for outside play. The family has four cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently minding three children, who attend part-time, in the early years age range. She also offers care to children aged over five to 11 years.

The childminder regularly works with her mother, who is also a registered childminder. When working with another childminder she may provide care for a total of six children under eight years of age of whom no more than three may be under 12 months. The childminder can support children with special educational needs and/or disabilities and children for whom English is an additional language.

The childminder is a member of the National Childminding Association. She drives children to and from local schools and pre-schools, attends a local childminding group and local toddler groups. She takes children to local parks and play areas and to nearby places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder works harmoniously with her co-childminder mother, to provide a welcoming, stimulating, home-from-home environment where children flourish. They are offered a variety of play and learning experiences and make good progress. The childminder has an excellent understanding of the children's individual needs and maintains very positive and trusting partnerships with parents. Together with her co-childminder, she is developing an effective method to monitor and record children's progress through the Early Years Foundation Stage (EYFS). Thorough documentation and procedures are in place to ensure children's welfare and safety. The childminder reflects on her practice to make ongoing improvements and is considering a systematic method of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further, review and streamline the child observations used to monitor

- children's progress through the EYFS and share regularly with parents
- develop a systematic method of self-evaluation to highlight strengths and to identify any areas for improvement or development.

The effectiveness of leadership and management of the early years provision

The childminder works closely and cooperatively with her co-childminder mother, to effectively organise the home, time and resources, to support children and meet their varying routines and needs. Adult to child ratios are maintained within registration limits as the childminders work flexibly together to accommodate children's routines, such as collection from nursery. She is attentive to child safety and is proactive to minimise risks to children. She has written comprehensive risk assessments for the home and different types of outings, which are regularly reviewed, to promote children's welfare. The childminder has a secure understanding of safeguarding children and is clear of her role and responsibilities to protect children. She has attended relevant training, has a thorough written policy and knows what action to take if she had concerns about a child. The childminder values and embraces children's individuality and has a positive and inclusive attitude and approach to diversity. This is reflected in her practice and policies and some of the resources and activities.

The childminder maintains comprehensive documentation which is well organised, neatly presented and stored securely. Clearly written policies support her childminding and are reflected well in practice. The policies, plus copies of her training certificates and other relevant information, are made available to the parents. The childminder and her mother reflect on their practice to ensure good quality and are planning a more systematic method of self-evaluation. Comprehensive details are gathered about the children and signed, written parental consents are in place, to ensure children are cared for according to their parents' wishes.

The childminder develops very positive and trusting partnerships with parents and their comments and feedback are welcomed and encouraged. She promotes frequent two-way communication, including a daily diary for each child, to ensure children's individual needs are met and to promote continuity and quality of care. Comments from parents are very positive about the care and information provided. They are extremely pleased with the activities their children are offered and the progress they have made through the childminder's care, support and input. The childminder establishes effective links with other providers delivering the EYFS, to encourage seamless promotion and enhancement of children's development and learning, and to ease and support their transition to nursery or school.

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

The childminder knows the children very well and is caring and attentive towards them. Children are relaxed and happy with her and her mother and interaction

between the children and adults is warm, fun and spontaneous. The childminder plays alongside the children at their level, to support their learning and to help focus their attention, for example, encouraging the babies interest in the activity toys. The ground floor room acts as a dedicated playroom and many of the good quality resources are stored in a purpose-built wall unit of cupboards and shelves. Other resources are easily accessible in multi-drawer wheeled units, enabling children to help themselves and initiate their own play. Alternative resources are stored upstairs and the childminder rotates the selection to provide ongoing interest, variety and challenge for the children.

Children have regular opportunities to explore different media such as paint, play dough and collage and their efforts and creations are praised and valued. They visit local play areas and also go to nearby places of interest. Children regularly visit the library with the childminder and have access to an interesting range of appealing books, which encourages their exploration of books for pleasure. Children's communication skills are encouraged and the childminder talks freely with the children. She is attentive to their conversation and to babies and toddlers attempts at communication, both verbal and non-verbal. A range of interesting floor puzzles and action reward toys encourage children's problem solving skills and their imaginative play is supported with toys such as small world toys and role play props and dressing up clothes.

The childminder recognises the uniqueness of each child and ensures all children are included at their own level. She has an inclusive approach and supports children with any particular needs to ensure they are well integrated and do not miss out. She works closely with parents to support any additional needs a child may have. When children first start, discussion is encouraged with parents and they are asked to complete a child profile. This offers an outline of what each child can do, their likes, dislikes and preferences, and helps the childminder tailor her approach accordingly. The discussions and child profile also help to inform planning, as children's starting points are established. The childminder and her co-childminder mother are working closely together to establish an effective method of recording and monitoring children's individual progress through the EYFS. They both note observations of all the children and plan together to enhance each child's learning and development. Observations are clearly linked to the areas of learning and any next steps are clearly identified. Each child's progress, including examples of their artwork, is recorded in an individual Learning Journey folder, which is sometimes shared with their parents.

Children are well behaved as they are well occupied and feel secure with the childminder and the routine. The childminder has a calm and consistent manner which children respond well to. She is a good role model for the children and treats them with kindness and respect, supporting their consideration of others and sharing with others. She knows their individual personalities and is sensitive to their moods and feelings. She offers children clear explanations and options which helps them to begin to manage their own behaviour and make positive choices.

Children have regular opportunities for fresh air and exercise which promotes a healthy lifestyle. They have access to an outdoor play area adjacent to the house and regularly walk to local places of interest in the community. These opportunities

are used by the childminder to help children learn about road safety. She also ensures car seats are secured correctly and that children are strapped in when travelling in her car. Good hygiene is well promoted and children readily wash their hands, younger ones with support, after toileting or before snacks and meals, which minimises the risk of cross infection. Children are offered nutritious snacks, such as fruit, to promote healthy eating habits and drinks are easily accessible ensuring they are well hydrated. Children's independence and dexterity is promoted as they are encouraged to feed themselves at lunchtime. Children's routines are well maintained and supported in close cooperation with parents, for example, children are able to sleep and rest according to their needs.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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