

Inspection report for early years provision

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Inspection date	12/10/2009
Inspector	Moira Oliver
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 2008. She lives with her family in Ipswich, Suffolk. The whole of the ground floor of the childminder's home is registered for childminding and there is a fully enclosed garden for outside play. The setting can be easily accessed by one low step at the front or the back door. The family have a dog, a cat and a gold fish as pets.

The childminder is registered to care for a maximum of four children at any one time and she is currently minding two children, both of whom are in the early years age group. She also offers care to older children and is registered on the compulsory and voluntary parts of the Childcare Register. The setting supports children with Special Educational Needs and/or disabilities and also children who speak English as an additional language.

The childminder walks to local schools and nurseries to take and collect children. She takes children to local parks, toddler groups and the shops. She is a member of the National Childminding Association and two local childminding groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe, secure and enjoy their time with the childminder, enabling them to make progress in their learning and development. Children's progress is beginning to be monitored through observation and assessment, however, systems for sharing this information are limited. Partnership with parents is effective and trusting relationships are building. The childminder is new to her role and has made a good start in reflecting on her practice, providing a strong basis for her capacity to maintain continuous 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 observation and assessment to identify and plan for the children's next steps in their learning and development
- develop partnership working to provide opportunities for parents to share in their children's learning in the setting and develop ways of liaising with other providers that the children attend to ensure progression and continuity of care
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and difference and the reasons for those; where necessary help children to learn to value aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Children are protected by the childminder's secure knowledge of her roles and responsibilities in safeguarding children. She has completed safeguarding children training and developed a useful knowledge base to support her procedures. She carries out thorough risk assessments on all areas of her premises and also for outings, identifying where improvements can be made. For example, she has recently purchased safety mats to put around the trampoline and on the concrete area outside the patio doors to improve the safety of the children. The premises are safe and secure, ensuring children cannot leave unsupervised and unauthorised persons cannot gain access.

The childminder has made a good start in her self-evaluation. She is able to identify the strengths of her provision and areas to priorities for development. For example, she is keen to increase her knowledge and skills further through training and has a positive attitude to improving her practice further to benefit the children. She meets regularly with other childminders to share good practice and to support each other.

The setting provides a welcoming and inclusive environment where children are valued, however, resources and activities to promote discussion and explore issues around equality and diversity are limited. The childminder is aware of the importance of building partnerships with parents and they share information daily through discussions when they drop off and collect their children. However, there are limited systems in place to share recorded observations, therefore, parents are not fully involved in their child's learning and development within the setting. The childminder has made initial contact with other early years settings that the children attend. However, there are no systems in place to support partnership working to ensure progression and continuity of care for the children.

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

Children are happy and confidently select their play activities. They enjoy each other's company and play well together. For example, cooperating as they play a board game and learning how to take turns on the slide. They are learning to be independent as they manage toileting and putting coats and shoes on. They chat to each other and the childminder about what they are doing and delight in stories being read to them; they are actively engaged as they share books they brought from nursery. Children enjoy making jig-saw puzzles as they work out which piece goes where by matching the picture and the shape of the puzzle piece as they turn it around in their hands. They enjoy being creative and explore the textures of a range of materials such as play-dough, sand, paint and glue. They use their imaginations as they find dressing-up clothes and accessories to put on and chat on play telephones.

The childminder keeps a record of observations of children's play in her diary to

help her to plan relevant and interesting activities for the children. However, the observations do not identify priorities for each child's next step in their learning to provide challenge and aid progression.

Children learn how to keep themselves healthy as they enjoy a range of healthy foods at meal and snack times, trying out new flavours and textures. They talk about the benefits of the food and fresh fruit and vegetables are encouraged. Children learn about how and where vegetables grow as they walk past the allotments daily and compare the sizes of the pumpkins. They follow sound hygiene routines and understand the importance of hand washing. They have many opportunities to play outdoors on their regular visits to the play-park and daily use of the childminder's garden, ensuring they have lots of fresh air and exercise. Children learn how to keep themselves safe both on and off the premises. For example, they learn about road safety and walk as a group holding the pushchair or holding hands. They use the trampoline one at a time and give each other space on the slide to come down safely. Children are involved in tidying up their activities to make room for others and to keep the play areas safe for the younger ones. Children behave well, they are aware of the house rules and are encouraged to use manners and to be kind to each other. The childminder uses appropriate and consistent strategies to support the children to manage their own behaviour.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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