

Inspection report for early years provision

Unique reference number	EY398930
Inspection date	01/02/2010
Inspector	Lesley Gadd
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband, her adult daughter who is also a registered childminder at the property and her niece in Lowestoft, Norfolk. Both childminder's share equal responsibility for running the childminding business. Most of the childminder's house is used for childminding, except one bedroom upstairs and there is a fully enclosed garden area for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, not more than three may be in the early years age group. At times, when the childminder works with her co-childminder, a maximum of six children under eight years at any one time may be cared for, not more than six may be in the early years age group and no more than two may be under two years of age. The childminder is not registered to provide overnight care. The childminder is currently minding two children in the early years age group and also offers care to one child aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from local schools and pre-schools.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and very well cared for at the childminder's. Their individual learning needs are met well because the childminder knows them and has a positive understanding about how to support children's development through play. Children benefit from a welcoming and child centred environment where they are safe and the childminder works in partnership with parents and others to ensure children's progression and continuity of care. Documentation is generally good, although, risk assessment records do not cover everything that a child comes into contact within the home. The childminder has started to review her service to support ongoing improvements however, systems for evaluation are not entirely secure.

What steps need to be taken to improve provision further?

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

- develop risk assessments to cover anything with which a child may come into contact, particularly the cats and upstairs areas of the house
- make further use of self-evaluation tools to consider how best to maintain and further improve the setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from the risk of abuse or neglect because the childminder has a good understanding about her safeguarding responsibilities and is clear about the need to refer any concerns she may have about children's welfare to the appropriate agencies. Household members are vetted and visitors sign the childminder's daily attendance record as a way of recording who has visited the home to further ensure children's protection. Children's safety is given good consideration. The childminder supervises them closely at all times and has a good understanding about how to keep them safe in her home, both indoors and outdoors. A record of risk assessments are maintained to show how most potential hazards are minimised to reduce possible accidents and reassure parents about their children's safety. However, risk assessment records do not cover everything that children come into contact with indoors such as the cats and upstairs areas of the home used for resting and toileting facilities.

The childminder deploys her resources well to support children's growing independence. They have access to all the necessary facilities in the home and make choices in their learning, as they select toys for play. The childminder has started to review her service however, self-evaluation tools are not used to look at how the setting can maintain and further improve the setting. The childminder has undertaken a wide range of training to develop her knowledge and skills about young children's learning and care.

Parents' are kept well informed about their children's development and care. A regular 'chat' helps parents to keep up-to-date with the daily events and the use of a written daily diary helps the childminder to work alongside parents and other local providers to ensure consistency of care and learning for individual children. The childminder communicates well with parents who are given positive information about the service through her written policies and procedures. The childminder offers an inclusive service and activities are adapted so that children at different ages and stages of development can join in. Parents' make many positive comments about the 'caring' and 'friendly' childminder and the fact that children come 'home buzzing with excitement' after enjoying a good range of activities.

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

Children's welfare and development are promoted successfully. Children initiate their own play both indoors and outdoors, with toddler age children making full use of opportunities to walk with the childminder safely to the local library to take part in music sessions. This helps children to enjoy regular exercise in the fresh air and develop their experiences of music and rhythm. Children's skills for the future are well supported. Younger children experience a rich language environment as the childminder talks with them all the time about what they are doing and those who are just beginning to vocalise are keen to call out familiar sounds such as train noises. Older children enthusiastically explore letters when fixing puzzles and

make their needs known through articulate communication. Books provide good opportunities to explore early literacy ideas and children use small tools well which develops their finger strength for future writing. Push button toys help younger children to develop confidence with technology. The childminder is appropriately affectionate in response to the children who are keen to sit on her lap for a comforting cuddle when looking at books. This shows the close working relationship the children have with the childminder which ensures they are secure and confident in her care. The childminder seizes spontaneous opportunities, and plans some activities, based on her knowledge about the children's interests. Children's achievements and plans for their next steps in learning are starting to be recorded for discussion with parents in learning journey scrapbooks. This helps to ensure children experience an appropriate stimulating range of activities well matched to their individual stage of development.

Children are welcomed into a safe, clean home with a selection of toys and art resources that provide stimulating play opportunities. Children learn about the importance of a healthy lifestyle through regular exercise, the availability of nutritious snacks and drinks and children are learning to manage their own personal hygiene for future independence. Children are well behaved and show care and consideration for others as they help the childminder to prepare snacks for younger children and look after the cats. The childminder gives the children lots of one to one attention to make them feel valued and children are learning about different groups of people through playing in an environment with positive images of wider society. Younger children are starting to learn how to keep themselves safe as they are encouraged to walk beside the childminder on reins when out and about in the community.

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	3
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
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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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