

## Inspection report for early years provision

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<b>Unique reference number</b>	EY341232
<b>Inspection date</b>	16/12/2009
<b>Inspector</b>	Moira Oliver
<b>Type of setting</b>	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 2006. She lives with her family in a village close to Felixstowe. The whole of the ground floor is used for childminding activities, with access to bedrooms one and two for day-time sleeping. There is a fully enclosed garden for outside play and the setting can be easily accessed by one step. The family do not have any pets.

The childminder is registered to care for a maximum of six children at any one time and she is currently minding 15 children on a part-time basis, five 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 who speak English as an additional language.

The childminder drives to local schools and pre-schools to take and collect children. She takes children to local parks, a parent and carer toddler group and the shops. She is a member of the National Childminding Association and the Felixstowe and District Childminding Group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children have fun in the bright and stimulating environment, enabling them to make good progress in their learning and development. They are happy and confident and settle well. Their welfare is promoted well and robust systems ensure that they are kept safe at all times. Children benefit because the childminder understands the value of working closely with the parents and close, trusting relationships are built. The childminder is committed to her role and strives to provide a high quality provision for the children and parents. She keeps up-to-date with developments in childcare by attending training and uses self-evaluation to monitor and evaluate her setting.

## **What steps need to be taken to improve provision further?**

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

- develop observation, assessment and planning to ensure that the children's next steps are identified and planned for and equal attention is given to all areas of learning and development
- extend opportunities to work in partnerships with other settings who work with the Early Years Foundation Stage that the children attend, to ensure progression and continuity of care.

## **The effectiveness of leadership and management of the early years provision**

Children are protected because the childminder has a good understanding of her roles and responsibilities in safeguarding children from abuse and neglect. She has recently attended training and is confident to put procedures into practice when necessary. She provides the parents with a wealth of information about her setting, including her policies and procedures, to ensure they are well informed. Thorough risk assessments are carried out on all areas of her home and robust systems are in place to ensure that the children remain safe when on outings. For example, she takes all their emergency contact details with her and has access to a telephone and first aid items at all times. Additional safety items have been bought to ensure children cannot undo seatbelts in the car and do not get their hands pinched in the workings of the pushchair. Children are supervised at all times; they are checked at regular intervals when sleeping and the premises are checked daily to minimise potential hazards.

The childminder is dedicated to her role and is proactive in her approach to knowledge, reading childcare books and articles from childminding magazines. She keeps up-to-date with childcare developments through accessing training and by working closely with other childminders, sharing good practice. She uses self-evaluation to reflect on her provision and has identified her strengths as well as areas she plans to work on for improvement. Well-organised documentation supports her practice enabling her to care appropriately for each child and work in partnership with parents.

Strong, trusting relationships are built with the parents and they are extremely happy with the provision. The childminder finds out about the children's interests and abilities before they start and makes home visits to help them to settle. She is supportive, making time to talk and listen to parents, sharing information on a daily basis and working closely together to ensure a consistent approach for the children. She has a very good knowledge of each child's background and needs. She supports the children to understand and learn about diversity, finding out about their own and other cultures through resources and discussions.

The childminder takes and collects children from other settings who use the Early Years Foundation Stage. She has built relationships and they share some relevant information verbally, passing messages onto parents. However, there are no systems in place to ensure information about the child's learning and development is shared to support progression and provide continuity of care.

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

Children are happy, confident and it is clear that they feel safe and very much 'at home' in the childminder's company, consequently, they settle well. They confidently access the toys and activities as they move around all downstairs rooms. Strong relationships have built with the childminder and it is clear that they

are very fond of each other. For example, they involve her in their play and snuggle up for a story. Children are becoming independent as they manage their coats and tidy up after themselves, putting empty packets and wipes in the pedal bin. They have many opportunities to socialise with other children and learn to co-operate and share the toys. They enjoy stories and have a wealth of books to choose from. The childminder supports their language development, taking her time to ensure they understand and listening to their comments, asking relevant, open-ended questions to encourage them to think.

Children are using numbers as they count out savoury hoops on their fingers at lunch time and sing number rhymes. They compare the size and shapes of the towers they build with bricks and manage to fit puzzle pieces into the correct shape holes. They use their imagination in role-play as they undress the dolls and take them out in the pushchairs. They play in the 'jungle', hiding behind the conifers in the garden and explore nature, looking for insects and birds. Children express themselves through music, enjoying singing and doing the actions when travelling in the car. They have lots of opportunities for physical play as they use the large apparatus in the garden; climbing, swinging, jumping and sliding. Younger ones use the furniture and push-along toys to pull themselves up and take a few steps.

The childminder provides a balance of planned and child-initiated play experiences. She makes regular observations of their achievements and interests and generally uses these to plan relevant and motivating activities. Some observations are recorded in individual journals which are shared with the parents. The childminder has recently attended training to support her to develop these records further. However, at present there are no systems in place to ensure that equal attention is given to all areas of development.

Children's welfare is promoted very well. They learn how to keep themselves safe as they practise regular fire drills and take part in discussions before going on outings. For example, the children know what is expected of them on each outing; they know where they are going and what they plan to do when they get there. Any potential hazards, such as crossing roads or playing near water are discussed with them and the older ones help the younger ones to stay safe by holding hands and staying together. Children learn to keep themselves healthy and have a good understanding of personal hygiene. They routinely wash their hands after using the toilet and before eating and throw away used tissues and wipes after use. They are encouraged to eat a balanced and healthy diet and to try new tastes and textures. Children learn to use good manners and know the simple house rules, such as sitting at the table to eat. The childminder uses age appropriate strategies to support them to manage their own behaviour and they play games to encourage sharing and turn taking.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) (also applies to the voluntary part of the Childcare Register section of the report). 29/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for Safeguarding Children). 29/01/2010