

Inspection report for early years provision

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Inspection date	29/03/2010
Inspector	Jacqueline Mason
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 two adult children in Sudbury, Suffolk, where the whole of the ground floor and the first floor bathroom and toilet facilities are used for childminding. The childminder walks to a local school to take and collect children and also takes children to the park and toddler groups. She is able to offer support to children with special educational needs and/or disabilities. The family has two cats, tropical fish and turtles.

The childminder is registered to care for six children at any one time. The childminder is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. She currently cares for three children in total, on both a full-time and part-time basis. Two of these children are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. The childminder promotes inclusion well and has a good awareness of the Early Years Foundation Stage to help children make effective progress in their learning and development. Children take part in a varied and interesting range of activities and the childminder is careful to ensure that all children are fully included and able to participate at their own level. The childminder develops effective links with parents and others providing care and education to the children to ensure that their care and welfare needs are met. All requirements are in place with regard to health and safety and all necessary documentation is maintained. The childminder recognises the importance of self-evaluation and is beginning to develop appropriate systems to monitor the strengths and areas for development in her provision.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of equality and diversity in order to effectively promote positive images of culture, disability and gender

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, and consequently, children are well cared for and effectively supported. The childminder enhances the development and welfare of children as she has a good understanding of the signs and symptoms of abuse and is confident to report concerns following the Local Safeguarding Children Board guidelines. Daily risk assessments are carried out to ensure that children are able

to play safely when indoors and regular emergency evacuation drills are carried out to ensure children know what to do to keep themselves safe in an emergency. A consistent routine is followed and this helps children to feel secure and to develop independence and a strong self-confidence.

The childminder has a comprehensive range of written policies and procedures that are implemented to ensure the effective management of the setting. The policies are effective to support the welfare and development of children and they are routinely reviewed and shared with parents. As a result, parents are able to make fully informed decisions about their children's care and are kept up-to-date with any changes about the care provided. The childminder is developing an awareness of the strengths and areas for development of her setting. Although this is in an early stage of development, the childminder includes the views of children and parents in her evaluation. She has amended her practice in response to the requirements of the children attending, in order to ensure that she is meeting their individual needs.

The childminder is effective in ensuring that all children are included. She provides one-to-one attention when possible and provides activities that are tailored to meet the development needs of each child. Parents are provided with good quality information about the care provided and they contribute to the childminder's understanding of what their children can do and areas for development. They state that the childminder is helpful, reliable and honest and that the children are content in her care. The childminder is developing beneficial links with other providers, such as the local school, to promote consistent care and learning.

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

The childminder provides a stimulating and welcoming environment which helps children to be happy in her care, making themselves at home and snuggling up with her throughout the day. They are eager to attend and make good progress in their learning and development. Children receive lots of attention from the childminder and are treated with genuine warmth and positive regard. For example, the childminder is actively engaged in the children's play and respects children's choices. She looks at picture books with the children, talking about the illustrations, and through this, promotes the extension of children's vocabulary based on both their own experiences and the childminder's input.

The childminder effectively plans for the next steps in the children's learning as she knows each child well and uses her written observations and assessment of the children to identify what children can do. From this, she successfully identifies what she needs to do next to help children move towards the early learning goals of the foundation stage of learning. She considers all children's interests and abilities when planning interesting and stimulating activities, actively supporting children's learning. Children are learning about the natural world through activities, such as sprouting carrot tops, planting sunflower seeds and visits to a local park to look at the animals. The childminder encourages children to develop positive relationships with each other and takes them to local toddler groups and to visit

other childminders in order that children's social skills can develop. She is not secure in her knowledge of how to promote positive images of other cultures, disability or gender, although she does have a range of resources to promote the wider world, including posters.

Children are developing social skills and a sense of responsibility for their own actions as the childminder manages unwanted behaviour calmly and in a manner that is appropriate to the age and level of understanding of the children. They are taken on outings to the local playground and other places of interest where they are able to be active and understand the benefits of physical activity. In addition, children are able to carry out active play indoors because the childminder's garden is not currently included in her registration. Children's good health is further promoted by helping them to learn about the importance of adopting healthy habits, such as good personal hygiene. Children's dietary needs are met by their parents as packed lunches are provided. Children are provided with drinks, that are kept readily available, and are encouraged to drink regularly to prevent them from becoming thirsty or dehydrated.

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	3
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