

Inspection report for early years provision

Unique reference number	EY258877
Inspection date	13/05/2010
Inspector	Deborah Kerry
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 2003. She lives with her husband in Brandon in Suffolk. The whole of the property, including one bedroom, is used for childminding. There is a fully enclosed garden for outdoor play. The property is accessed via a step.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child on a full-time basis and four children on a part-time basis, all of whom are in the early years age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She takes children to the local park and the library.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development are supported appropriately in the Early Years Foundation Stage. Children are provided with a safe and secure environment to promote their welfare and learning. The childminder has developed good relationships with parents and other provisions that minded children attend. Children's independence and self-esteem are soundly promoted as they learn through play and are able to make choices. The childminder ensures all children are fully included. The childminder reviews her practice regularly and has generally put in place effective changes to continually improve her practice with the children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there is a person who has a current paediatric first aid certificate on the premises and on outings at all times when children are present and that the contents of the first aid kit meets the needs of children (Safeguarding and promoting children's welfare: also applies to both parts of the Childcare Register) 01/06/2010

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

- extend resources, activities and play opportunities to ensure that children develop an appreciation of diversity and their community
- ensure that regular evacuation drills are carried out and details recorded of

any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a clear policy in place on safeguarding children which includes local contact numbers. This helps to promote children's welfare. The childminder has trained in first aid previously, enabling her to support the children's health, but her present certificate has expired. She has booked renewal training to update her knowledge and to ensure that her first aid kit meets the needs of the children appropriately. The childminder has undertaken clear, comprehensive risk assessments on all areas of her home. This ensures that any potential risks to minded children are removed and that their safety is a high priority. There are also clear, written risk assessments in place for all outings children are taken on. This further promotes children's safety when outside of the home. Resources are fully accessible to children as the childminder organises her home to enable children to make choices when selecting toys which meet their interests and promotes their independence well. However, the practice of the emergency evacuation procedures has not been carried out on a regular basis. This could compromise children's ability to understand how to maintain their own safety in an emergency.

The childminder has developed good relationships with parents. She shares children's learning journey records with them and they add comments on their children's development and progress at home. This ensures that the childminder is kept up to date with children's changing needs, interests and development. The childminder has good systems to exchange information with other settings that provide for the Early Years Foundation Stage that minded children attend. This reflects how they are working together to provide continuous support for children's learning to enable them to make sound progress. The childminder ensures that she shares all her policies and procedures with parents. This helps to keep them informed about her practice and the service that she provides. Parents have provided written feedback to the childminder on her practice. This supports the childminder in developing her practice to meet parents requirements and the care needs of children attending. The childminder has some resources in place to help children learn about diversity. However, children undertake limited activities around the cultures and beliefs of others to develop a positive understanding on peoples differences. Children are taken on regular outings within the local community to help children learn about the wider world and their environment.

The childminder has begun to evaluate her practice through using the Ofsted self evaluation form. She has identified some areas for improvement to ensure that children continue to be fully supported in their learning and development. For example, she booked renewal training for first aid as soon as she realised her certificate had expired.

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

The childminder ensures that children are well cared for and their nutritional needs are fully met as she provides them with healthy options for snacks. This helps them to develop an understanding of what foods they need to eat to promote their health. Children have developed a good understanding of why they need to wash their hands to ensure they are clean, after using the toilet and before eating. Children's health and medical needs are fully supported through the clear policies and procedures the childminder has in place. Children are taken on regular outings and can access the garden to promote their physical development.

Children are settled and happy in the childminder's care. They smile and seek reassurance from her when they wake after a sleep. Older children show younger children respect and caring as they take them to the bathroom and help them wash their hands before eating. This teaches younger children personal hygiene routines, responsibility and how to care for others. The childminder interacts well with children, she asks them questions about their play. This promotes their thinking and communication skills. Children are developing a good understanding on numeracy as they hold up three fingers and say this is how old they are. Children help to tidy away resources before selecting something else to play with. This teaches children respect and how care for resources and their environment. Babies have space to crawl and to pull themselves up on furniture to support their physical development. Children roll balls to each other as they select them from the ball pit. This promotes their hand and eye co-ordination and their physical development. Children experiment with sound as they play with musical instruments. Children play with electronic toys, they know when they press the buttons coloured lights come on and music is played. This develops children's knowledge and understanding on technology.

The childminder undertakes regular observations on children's progress. She has clearly identified the next steps in their learning to support their ongoing progress. The childminder works closely with local pre-schools that minded children attend and has copies of their learning journey records. This ensures that children's individual needs and interests are supported effectively. Activities are planned around children's interests, the observations undertaken are mainly from child-initiated activities. This is then used to inform further activities so that children make sound progress. The observations are clearly linked to the six areas of learning. This ensures that children have a generally broad and balanced range of activities. The childminder has a daily routine and plans a satisfactory range of different activities that she knows children like and enjoy.

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	3
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	3
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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	3
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:

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:

- take action as specified in the early years section of the report.(Welfare of the children being cared for) 01/06/2010

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 early years section of the report.(Welfare of the children being cared for) 01/06/2010