

Inspection report for early years provision

Unique reference number	EY350378
Inspection date	10/03/2010
Inspector	Julie Morrison
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 2007. She lives with her husband, two adult children and two children aged nine and 11 years in Littleton, close to Pitlington. The family has a pet rabbit and a cat. The whole of the ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder cares for children on weekdays from 7.30am to 6pm for 48 weeks of the year.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm and welcoming environment for all children and their families. She demonstrates a good understanding of how children learn and this is combined with a wide range of activities which cover most areas of learning well. This enables all children to make good progress in their learning and development. The childminder is committed to working closely with parents to provide an inclusive setting, where all children are valued and their individual needs are fully met. Most documentation to promote the safe and effective management of the setting is in place. The childminder demonstrates a positive attitude towards developing the service she provides, this ensures that outcomes for children are promoted well.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 24/03/2010

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

- develop existing systems for recording children's progress, including matching observations to the expectations of the areas of learning and identifying learning priorities

- develop further opportunities for children to use information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities with regards to safeguarding children including, procedures to follow if she had a concern about a child. This is supported by a written policy and relevant guidance. Most of the documentation required to further ensure the safety and well-being of children is in place, for example, accident forms and children's contact details. However, the childminder does not have a record of risk assessments. This is a breach of the legal requirements. The impact of this on children's safety is, however, low as the childminder carries out daily checks of all areas along with implementing effective procedures to ensure that children are kept safe both inside and outside of the home. For example, keeping external doors locked, removing hazardous materials out of children's reach and maintaining close observation of children at all times. The childminder holds a current first aid certificate and has permission from parents to seek emergency medical treatment, this ensures that she could respond quickly and appropriately to any accidents.

Children's well-being is promoted as the childminder ensures she works closely with parents from the start to find out about each child she cares for. All relevant policies and procedures are shared with parents and the childminder discusses with them how she works. This ensures that parents are well informed about the service she provides. The close liaison with parents continues, as information about children's ongoing learning and care is exchanged on a daily basis, through the effective use of daily diaries, learning journals and verbal feedback. As a result, parents speak highly of the care and learning she provides, stating that their children 'thrive under her care'. No children currently attend any other settings, however, the childminder demonstrates a positive attitude towards working with other providers to ensure continuity of learning and care for children.

The childminder demonstrates a genuine commitment to improving her knowledge and skills. She is currently studying for a National Vocational Qualification level 3 in Childcare and uses this effectively to develop her understanding of good quality childcare and how children learn. She works closely with other childminder's to discuss practice and constantly thinks about the care and learning she provides in order to improve outcomes for children. In response to her previous recommendation, the childminder has developed her understanding of procedures to follow if an allegation was made against her, this has a positive impact on children's welfare. Play opportunities are enhanced as resources, time and space are used to good effect at the childminder's home. She carefully considers the age of the children who attend and organises her provision to support this, for example, having a separate area for older children to play. This enables children to move around the setting safely and confidently, and to make choices about their learning and play. Currently, no children with special educational needs and/or disabilities attend the setting. However, the childminder demonstrates a positive

attitude towards ensuring that all children are fully included and to gathering all relevant information from parents in order to meet individual needs.

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

Children are making good progress and are well cared for by the experienced childminder. She demonstrates a secure understanding of the Early Years Foundation Stage and is committed to promoting children's learning and development. The childminder has introduced individual learning journals for the children which include information about the activities they take part in and observations of their development. However, these are in their infancy and are not linked to the areas of learning or identify the next steps in children's development. Nevertheless, the childminder clearly knows the children very well and talks confidently about their individual progression. This is combined with flexible plans which cover most areas of learning well and are based on children's interests. For example, a visit to the museum promotes children's interest in dinosaurs. The childminder builds upon this with activities such as colouring pictures of dinosaurs, looking at books and imaginative play with toy dinosaurs. This supports children's good progress towards the early learning goals.

Children are very happy, settled and relate well to the childminder; she joins in fully with their play and extends learning well through good use of questioning and support. Children clearly enjoy reading and a wide selection of books are available for them to read with the childminder or enjoy independently. The childminder engages well with the children as she reads to them; encouraging them to identify objects in the book and taking time to answer their many enquiring questions. They respond to this with delight and enthusiasm introducing 'I spy games' where they confidently begin to link sounds to letters. The childminder promotes children's awareness of diversity through planned activities, such as making lanterns for the Chinese New Year and searching for information about Africa on the computer. This also helps children to begin to develop skills for the future. However, resources to further develop their information and communication technology skills are limited. Children are very confident in the childminders care and their communication skills are promoted effectively. They spontaneously sing nursery rhymes and the childminder chats constantly to them, talking about what they are doing and reinforcing colours and words. She is beginning to introduce mathematical language, for example, she asks the children, 'it is too big or too small?' as they make towers and fences for their farmyard. Children have good opportunities to be creative as they take part in a wide range of arts and crafts activities, such as painting, colouring and messy play. Nature walks provide children with opportunities to find ladybirds or practice their mark making using sticks in the mud, this makes learning fun for children.

Children's welfare is promoted well by the childminder. Children enjoy daily opportunities for physical exercise, including going for lots of walks, attending soccer tots and swimming. Some meals are provided by parents, however, the childminder understands the importance of promoting children's awareness of healthy foods. She provides lots of fresh fruit and vegetables and talks to the

children about organic foods. The childminder acts as a positive role model sitting with the children at snack time to eat her own fruit and drinking water. Children have good opportunities to learn about keeping themselves safe. They practise regular fire drills and confidently climb into their own booster seats and fasten their straps ready for snack time. Gentle reminders from the childminder to tidy away toys so that they 'do not fall and hurt themselves' further reinforces children's understanding of keeping safe. Children demonstrate a strong sense of security and confidence in the setting. They behave well and this is supported by the childminder's good understanding of effective behaviour management techniques. She gives the children lots of praise and encourages them to share and to consider how others feel. Consequently, children have developed close and positive relationships with the childminder, and are very happy and settled in her care.

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

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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