

Inspection report for early years provision

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Inspection date	15/07/2010
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 1999. She lives with her family in a village just outside Bury St Edmunds. The whole of the ground floor, apart from the office, is used for childminding activities and the children's bedrooms on the first floor for play or sleeping. There is a secure enclosed garden for outside play. The property is accessed via a step.

A maximum of five children may attend at any one time, of whom three may be in the early years age range. There are currently five children attending who are within the early years age group, all of whom attend on a part-time basis. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder's home is close to local schools, playgroups and parks.

The family have two dogs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children's welfare, learning and development are fully supported and their individual needs met well. The childminder ensures that she works closely with parents so that all children's individual interests and needs can be provided for and are fully understood. The childminder has clear systems in place to review and evaluate her practice to ensure children in the Early Years Foundation Stage are fully supported and has identified areas to maintain continuous improvement. She has implemented clear procedures to support the learning and development of children in the Early Years Foundation Stage well.

What steps need to be taken to improve provision further?

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

- extend resources and activities to ensure that children develop an appreciation of diversity and the beliefs of others.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding regarding safeguarding procedures to ensure that children's welfare is a high priority. She has attended safeguarding children training and ensures that this is regularly updated so her knowledge remains up-to-date. Written policies clearly state the steps to take should she have concerns about the welfare of a child. The childminder has clear risk assessments in place for all areas and the equipment, for both inside and outside of the home. This reflects that the childminder is highly committed in maintaining children's

welfare and safety. Risk assessments for each outing are completed; ensuring children's safety is maintained when away from the home. The childminder ensures that the premises are secure and children cannot leave them unsupervised. Children practise the evacuation procedures on a regular basis. This is effective in helping them to develop the knowledge on how to keep safe in an emergency.

The childminder has developed close relationships with parents of minded children. This helps children to feel safe and secure when in the childminder's care. They exchange information each day on the children's day to day care needs and home routines. The childminder also writes a daily diary on each child and keeps a photographic record to reflect the range of activities they undertake when in the childminder's care. Parents have added comments to children's learning journey records, so that they are fully involved with their children's learning. None of the minded children currently attend other settings; the childminder is fully aware that when children start that systems to exchange information for the consistency of their care and learning will be established. Children are taken on regular outings in the local community to support their understanding on people's differences, the wider world and to help them to develop skills for the future. However, there are limited resources and activities in the home to extend children's knowledge on diversity and the beliefs of others.

The childminder regularly reviews and evaluates her practice and has implemented clear systems to support the learning and development of children in the Early Years Foundation Stage well. She has clearly identified areas for development to maintain continuous improvement. Parents have provided positive written feedback and completed questionnaires on the care and learning that the childminder provides for their children. This can then be used to implement any changes or suggestions to improve her practice. The childminder has completed the Quality Framework as part of a childminding network to ensure her practice fully promotes children's ongoing learning and development. She attends regular network meetings to ensure her knowledge remains current.

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 fully met, as she shares her healthy eating policy with parents. She ensures that food provided by parents is stored appropriately. The childminder has in place clear policies and procedures to effectively promote children's health and medical needs. Children have access to physical play each day. They are taken on regular outings to the park, activity centres and use the garden to promote their physical development well. Children are developing a good understanding around hygiene routines as they wash their hands before eating and after using the toilet. The family pets are regularly treated for fleas and worms to protect children against any possible risk to their health.

Children are settled, they interact confidently with each other and the childminder. This helps to promote children's speech and language development well. Children

are able to make choices in what they do as resources are placed within their reach to promote their independence well. Children are supported in the problem solving and matching skills as they complete puzzles confidently. Children are developing an interest in technology as they press buttons and listen to the sounds that the toys make. Children choose books to look at and the childminder reads them stories. This helps them to develop an interest in literacy and develop an understanding that the written word carries meaning. The childminder shares children's photographic diaries with them. Children enjoy looking and they talk confidently about the places they have visited and the activities they have undertaken. This helps to promote children's thinking skills and also develops their speech and vocabulary. The childminder has attended training to develop her awareness of diversity and special educational needs to ensure that all children's individual needs can be fully supported.

The childminder undertakes regular observations on children in the Early Years Foundation Stage. She records the activities they do and what they have achieved. These are clearly linked to the six areas of learning to show that children are receiving a broad and balanced range of play opportunities to support their ongoing learning and development. She has clearly identified the next step in their learning to ensure that children continue to make good progress.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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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