

Inspection report for early years provision

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Inspection date	18/06/2010
Inspector	Deirdra Keating
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 1997. She lives with her partner and two children aged 15 and 18 years in the town of Leiston, Suffolk close to shops, parks, schools and public transport links. The ground floor and first floor bathroom of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities. The childminder has two cats and two rabbits as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding two children in this age group. The children live in the local area and some also attend sessions at local pre-schools and nurseries. The childminder 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 goes to several toddler groups regularly. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a detailed knowledge of each child's needs, and this enables her to successfully promote children's individual learning and development. Children's welfare is promoted well, they are generally safe and their health needs are met. The childminder strives to improve her practice through accessing a range of training courses and uses self-evaluation to monitor her provision. Good partnerships with parents and other provisions contribute well to making sure the needs of the children are met.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes more information on risks, outings, the date of review and any action taken following the risk assessment
- develop the use of observation and assessment to identify children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are kept safe and protected from harm, the childminder has attended safeguarding training and is aware of her roles and responsibilities in the protection of children. All adults in the household are checked to ensure they are

suitable to be with young children. Children can generally play in a safe environment and risk assessments are carried out and recorded, however, these do include enough detail of potential hazards or detail outings and require updating.

The childminder has attended some training and workshops to build on her knowledge and ensure children's ongoing health and safety. She has maintained a paediatric first aid certificate, and has shown a commitment to improvement by using a self-evaluation form which details areas of practice that require improving. The childminder has organised her home and garden well to ensure that toys and equipment are accessible to all children and there is plenty of choice from which children can choose.

The childminder equally values all children and tailors her practice to ensure they can progress according to their capabilities. For example, children who are learning English as an additional language have their language reflected in their play by the childminder who has obtained dual language books and other resources to ensure she understands and supports children who are building bi-lingual foundations.

The childminder has developed positive relationships with parents and carers as she shares information readily about their children's needs. Partnerships with other early years settings are also established and support each children who attend more than one early years provision.

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

Children are motivated by activities and interested to learn because the childminder knows them well and provides resources that stimulate children's current interests. Children who value the outside environment are able to develop their skills and learning outside in the childminder's garden. They enjoy playing with a tool bench, balls, sand, buckets and a wheel barrow. This provides children with real experiences outside where their interest and curiosity is enhanced and consequently they participate enthusiastically.

The childminder has created a welcoming and homely atmosphere she welcomes and values each child recognising their unique and individual qualities. Children have formed a close bond with the childminder helping them feel secure and comfortable in her care. The childminder takes children into the local town where they use some of the amenities including groups. This gives young children a chance to develop their confidence and social skills through interaction with other children of the same age. Children learn about road safety as they travel in the local vicinity and also feel safe as the childminder supports them very carefully when they are with other children to help develop their confidence and self-esteem. The childminder encourages children to talk about they home lives as they play using one item to represent another as the pretend to phone home. Children's language for speaking is supported well by the childminder who listens carefully and models new words for children to learn.

Children's health and safety are given priority by the childminder who ensures that all

written consents and documentation are in place to provide appropriate care. Children are encouraged to play outside in the fresh air daily and this helps them adopt healthy lifestyles. They start to learn how to maintain good hygiene practices as they always wash their hands before snack time. Children bring packed lunches which are stored in the fridge and are given healthy nutritious snacks by the childminder, such as, bananas, breadsticks and regular drinks.

The childminder works closely with parents and good relationships are built. They are informed daily of their child's achievements and are encouraged to share their child's learning and development records regularly. These show children's progress, although they are in the early stages of development. They are linked to areas of learning but potential areas could be missed as children's learning priorities are not detailed. This is partly due to the childminders lack of confidence in recoding children's assessment and progress as required by the Early Years Foundation Stage.

Children are taught good manners by the childminder who provides a good role model. They start to learn to manage their feelings with sensitive support from the childminder, who uses a gentle approach and provides distraction and explanations for young children. Children are all warmly welcomed and individually valued by the childminder, who is committed to promoting equality and celebrating diversity.

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	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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