

Inspection report for early years provision

Unique reference number	EY222448
Inspection date	23/07/2010
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 2003. She lives with her family in Debenham, Suffolk. The whole of the property is used for childminding. There is a fully enclosed garden for outdoor play. The property is accessed via two steps.

The childminder is registered to care for a maximum of five children at any one time and is currently minding eight children 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 takes and collects children from local schools. The childminder attends the local parent and toddler group, takes children to the local library, park and on outings. The family have a pet rabbit. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a safe, caring environment for children in the Early Years Foundation Stage. The childminder knows minded children well and provides activities that she knows they enjoy and helps them to learn. There are good systems in place to ensure good exchange and communication with parents on children's care, learning and development through daily verbal feedback, questionnaires and the children's learning journey records. The childminder does not have effective procedures for evaluating her practice to identify areas for development to promote continuous improvement.

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 (Safeguarding and promoting children's welfare: also applies to both parts of the Childcare Register)
- 09/08/2010

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
- develop further the observations undertaken on children so that the next step in their learning can be identified
- develop partnerships and establish systems to exchange information with

- other providers delivering the Early Years Foundation Stage to ensure children's learning and development is supported
- develop procedures to reflect on practice to promote improvement to ensure that children's individual needs are met

The effectiveness of leadership and management of the early years provision

The childminder completes a written daily checklist to ensure that all areas of her home and garden are secure and that there are no risks to minded children. She keeps a record of all risk assessments undertaken for outings to ensure that children remain safe when outside the home. The childminder is fully aware of her responsibilities to promote children's safety and welfare. She has clear written policies and procedures around safeguarding children which include local contact numbers to show that children's welfare is a high priority. However, the childminder's first aid certificate has expired which may compromise their health and safety.

The childminder ensures that she shares all her clear written policies and procedures with parents. This helps to keep them informed about her practice and the service that she provides. The parents and minded children have provided written feedback to the childminder on her practice through completing questionnaires. This helps to support the childminder in developing her practice to meet the requirements of parents and the care needs of children attending. The childminder has limited resources in place on the cultures and beliefs of others to help children develop a positive understanding on people's differences. Children are taken on regular outings within the local community to help them to learn about the wider world and their environment. The childminder has not yet established systems for the exchange of information on the children's learning and development with other settings they attend to ensure that their learning and development is fully supported.

Through attending training on the Early Years Foundation Stage and by receiving support from the local authority, the childminder has put in place a range of clear policies and procedures to meet the changes in requirements. However, the childminder does not have effective systems in place for self evaluation so that the identification of the needs of individual children can be met. As a result children are not fully supported in their ongoing learning and development. The childminder has applied for training to maintain her first aid certificate. However, she has been unsuccessful in securing a place.

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 a range of fresh fruit for snacks. This helps them to develop a good 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.

The childminder organises her day and her home is arranged to allow children to move around freely and safely and they are able to self select resources from the range available. Children enjoy playing with sand as they build and create castles. Children choose books they enjoy and the childminder reads them stories. This develops children's interest in literacy and that the printed word carries meaning. Children develop their understanding on numeracy as they count items they can see in the story. The childminder plays card games with children, they match shapes or numbers on the cards to support their problem solving, thinking and turn taking skills. Children are given clear, consistent guidelines on expected codes of behaviour to help them behave well. Children play ball games with each other and the childminder. This helps them to develop an understanding on maintaining their health through play and exercising in fun ways. Children develop their problem solving skills through completing puzzles, as they confidently match the shapes and colours of the pieces together.

Children enjoy a good range of activities to ensure they are challenged and able to make progress in their learning. The childminder undertakes regular observations on children's achievements and includes photographs and examples of their work to reflect their achievements. She clearly links the observations to the aspects of the area of learning to show that they are receiving a broad and balanced range of activities to support their all round learning and development. However, the next steps in their learning has not yet been identified which may hinder their 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?	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	2
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	3
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	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:

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) 09/08/2010

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). 09/08/2010