

Inspection report for early years provision

Unique reference number	EY248710
Inspection date	22/06/2010
Inspector	Deborah Kerry
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 a village close to Bury St Edmunds. All areas of the childminder's bungalow are used for childminding and there is a fully enclosed garden for outside play. The premises are fully accessible.

The childminder is registered to care for a maximum of five children under eight years at any one time. There are currently three children attending who are within 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 attends the local parent and toddler group. The family has a dog and two cats as pets. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are successfully promoted as the childminder has a good understanding of their individual needs. Most documentation and procedures are in place to fully promote children's safety and welfare. Children are fully supported through the close working relationships with parents and other practitioners. The childminder has begun to reflect on and review her practice and has identified areas for development to maintain continuous improvement to benefit children's learning and development. The childminder shows her commitment to her ongoing professional development through attending additional early years training.

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 a record is kept of the risk assessments undertaken for all areas of the home, equipment and garden (Suitable premises, environment and equipment).
- 19/07/2010

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

- develop further observations and the systems for monitoring children's progress so the next steps in their learning can be identified
- 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 in place a clear written policy on safeguarding children to ensure that children's welfare is supported appropriately. She has attended training on safeguarding children to develop her knowledge on maintaining children's welfare. The childminder follows a daily checklist to maintain safety in all areas of her home and garden. This ensures that any potential risks to minded children are not accessible and that their safety is promoted. However, she does not complete a record of these to ensure that children's safety is monitored effectively. This is a breach of requirements. She has completed written risk assessments for all outings that she undertakes with children. This ensures that children's safety is further promoted when on outings. The childminder has in place clear procedures for the emergency evacuation of her home, which include a plan of all possible exits. However, these have not yet been put into practice with minded children to help them develop a clear understanding of how to keep themselves safe.

The childminder has developed close working relationships with parents of minded children. They have provided positive feedback on the service she provides, which clearly meets their children's individual needs well. The childminder shares the learning journey records with parents to keep them fully informed about their child's progress and development. Parents add regular comments to their child's learning journey records about their achievements at home. This helps to keep the childminder updated on their progress and ensures that parents are fully involved with their child's learning and development. The childminder has developed good relationships with practitioners of other settings that minded children attend. She has had a home visit from the children's key person from these settings to discuss and exchange information to support their learning and development fully. She continues themes and topics that children are following at pre-school to support continuity of care and learning. Children are provided with resources that reflect our multi-cultural society and they undertake some activities to support their understanding of the beliefs of others.

The childminder holds an early years qualification at level three. She has attended additional early years training since the last inspection to ensure that all children are included and can be supported according to their individual needs. This has also developed her knowledge of the Early Years Foundation Stage, so appropriate support can be provided to support children's learning and development fully. She has reviewed her practices and has identified additional early years training that will further develop her knowledge and benefit children. She has implemented several positive changes to her practice and children's progress records to ensure that their individual needs continue to be fully supported. The childminder uses written feedback from parents to reflect on her practice and to make positive improvements.

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

The childminder provides children with a range of healthy foods to meet their individual dietary requirements and to promote their good health. She works with parents to ensure that children's health and care needs are fully met. Children are provided with their own named hand towels to minimise the risk of any cross-infection. Children wash their hands before meals and after touching the family's pets, and they brush their teeth after meals. This helps them to develop an understanding of developing a healthy lifestyle. Children can access a range of equipment in the garden to promote their physical development well. The childminder teaches children road safety when undertaking regular outings within the local community. This helps them to learn about the wider world and how to keep themselves safe when away from the home.

Children enjoy putting together connecting straws to create different shapes. They experiment with sound as they drop objects into tins and listen to the noises they make. Children show curiosity and high levels of concentration as they persevere in these self-chosen activities. They also access a range of musical instruments and explore how they work and the different sounds that they make. The childminder interacts well with children in a conversational manner to develop their speech and communication skills. Children are able to express themselves and have their needs understood by the childminder through using a mix of words, gestures and facial expressions. The childminder organises her home to enable children to make choices in what they do. She has photographs of resources so that children can decide what activities they want to do when they arrive. This helps to promote their independence and thinking skills well. The childminder has organised her garden so that there is a separate area for children to play in away from the dog. She provides shade in the garden to protect children from the hot sun to maintain their good health. The childminder encourages children to help water the plants in the garden and to be gentle when stroking the family dog. This teaches children how to care for their environment and respect for animals.

The childminder undertakes regular observations on the activities children participate in. She records their progress and observations are clearly linked to the six areas of learning. This ensures that children receive a balanced range of activities to support their all round development. The childminder includes information on the areas of observations undertaken by other practitioners on minded children for consistency of care and learning. She has begun to identify the next steps for some children to support their ongoing progress. However, this is not fully in place for all children within the early years age range. The childminder provides a range of resources to challenge and support the different ages of children who attend and this enables them to make good progress in their learning. The childminder knows minded children well and ensures that resources and activities meet their individual needs and interests.

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	3
The effectiveness of safeguarding	3
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	3
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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