

Inspection report for early years provision

Unique reference number	EY344753
Inspection date	08/07/2010
Inspector	Moira Oliver

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 2006 and lives with her husband in Felixstowe, Suffolk. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding seven children on a part-time basis, two of whom are in the early years age range. She also offers care to older children and is registered on the compulsory part of the Childcare Register. The childminder supports children with Special Educational Needs and/or disabilities and also children who speak English as an additional language.

The family keep a budgerigar as a pet. The childminder walks to the local school and nursery to take and collect children, they visit local toddler groups, the park, the beach and shops. She is a member of the National Childminding Association and an approved childminding network, Quality Assurance Scheme. She is also registered with Childcare.co.uk to help promote her business.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun in the bright and stimulating indoor and outdoor play environment and make good progress in their learning and development as most systems are in place to support this. They benefit because the childminder works closely with the parents and other settings that the children attend. All children are included as the childminder continues to explore ways of developing this. Children's welfare is promoted well; they are safe, healthy and the childminder has a loving and caring attitude towards them. She is dedicated to her role as a childminder and works hard to continually make improvements to both her provision and her knowledge and understanding of childcare through training.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify learning priorities and plan for the children's next steps in the learning and development
- develop additional ideas to promote positive attitudes to diversity to help children to learn and value aspects of their own and other people's lives and cultures.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder understands her roles and responsibilities in protecting children from abuse and neglect. She ensures her knowledge is up-to-date by attending courses and is aware of the inter-agency links to protect children. Clear policies are in place which are shared with parents and enable her to confidently to put procedures into practice when necessary. The childminder makes sure her home is safe and potential hazards are minimised. For example, a fire guard is in place and all kitchen cupboards have safety catches on. Thorough risk assessments are carried out on the premises and for each outing the children take part in, ensuring children are safe. Discussions take place with parents when buying large equipment such as the trampoline to ensure that they are happy with their children using it. The premises are safe and secure and children cannot leave them unsupervised. Children are supervised at all times and effective procedures ensure unauthorised adults cannot gain entry.

The childminder is proactive in her professional development and keen to increase her skills and knowledge through further training. She has begun to reflect on and evaluate her practice, identifying strengths and areas for improvement. She works closely with other childminders, supporting each other and sharing good practice. Her home is set out invitingly for play and her days are organised to ensure children are provided with a wealth of play experiences both indoors and out. The childminder has a selection of good quality resources to promote diversity and help to provide a welcoming and inclusive setting. She is continually developing her awareness and builds upon most opportunities to help children to learn about and value their own and other people's lives, cultures and traditions.

Documentation reflects her professional approach to her role as a childminder. It is stored confidentially and organised to enable the childminder to meet the needs of all children. Clear and well presented information is displayed and available to parents keeping them informed about her provision. Parental permissions are in place and parents are involved in their child's developmental records and add their comments. Parents speak highly of the childminder; close, trusting relationships are built and they are very happy with the care and education their children receive in the setting. They work closely together, drawing up plans when necessary to ensure a consistent approach for their children. The childminder has formed links with the local nursery, benefitting children who attend both settings.

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

Children are happy in the stimulating child friendly environment. They are confident and have built close relationships with the childminder. They happily involve her in their play and chat to her freely. Children's independence skills are fostered as they manage personal hygiene, dressing and also take care of the environment by tidying the toys after use. They help to get their own lunch and carry items from the kitchen. They have many opportunities to socialise as they

visit groups and meet up with other childminders and their children. They learn to take turns, share the toys and equipment and know the simple house rules. Their language skills are developing as they chat in their play, making up stories for the dolls. They enjoy stories with the childminder and understand that print has meaning.

Children develop an understanding of shape and size. They measure the sun flowers they have grown from seeds and record their height, comparing size. They have opportunities to measure and weigh out ingredients when cooking and use mathematical language in their play. They confidently match patterns and count the spots as they play a game of dominoes. Children gain an understanding of growth as they help with the vegetables in the garden and pick the strawberries. They enjoy learning about their environment through regular visits to the beach, park and local shops. They use information technology as they access a lap top and other programmable toys. Children use their imagination as they play with the dolls, making up voices for them as they sort the clothes and arrange the furniture in the dolls house. They enjoy role-play as they use the play kitchen, hair-dressers and dress-up as fairies and pirates.

Valuable developmental records are kept on the children which include photographs and observations. The childminder plans activities around the children's interests. Most priorities in their learning and development are considered, although systems to formally identify and feed these into the planning are not yet fully effective.

Children's wellbeing is supported well. They learn to keep themselves safe through taking part in regular monthly fire-drills and learn about road safety when out on visits. Children wear wrist straps with the childminder's number on when they go on outings to provide additional safety. They know the safety rules for using the trampoline and make sure that the safety net is always secure. Children's health is promoted through daily opportunities to play in the fresh air as they use the childminder's garden and visit the park and the beach. They enjoy the well-equipped garden, using the slide, trampoline, ball pool, paddling pool, ride-on toys, cars, sea-saw, as well as a range of bats balls and sports day equipment, as they develop their physical skills. Parents provide healthy meals and snacks and the childminder encourages children to eat fresh fruit and vegetables from the garden. Drinks are always available to the children and they access them freely. Children understand about good personal hygiene as they wash their hands before eating and dispose of tissues appropriately after wiping their noses.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met