

Inspection report for early years provision

Unique reference number	EY406264
Inspection date	09/09/2010
Inspector	Patricia Champion

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.

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Description of the childminding

The childminder was registered in 2010. She lives with her husband and child aged one year. They live in a residential area in Ipswich, Suffolk. All areas of the childminder's house except for the master bedroom are used for childminding. Access is via one low step into the house. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child in the early years age group. The childminder drives to local schools to take and collect children. The family has a pet cat.

The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association and an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and enjoy a wide range of learning experiences securely linked to their individual interests, enthusiasms and capabilities. A close partnership with parents and other professionals ensures that each child's needs are met. Detailed written policies and procedures contain essential information and most of the other necessary documentation is completed to promote children's welfare and safety. The childminder is committed to offering good quality care, using formal self-evaluation methods to review and improve her practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 14/11/2010

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

- review and enhance observation records to ensure they are systematically recorded and consistently analysed to identify any gaps in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder is well-organised and very enthusiastic about her role. A safe, clean and welcoming family environment is provided. Children are safeguarded because the childminder has attended relevant child protection training. She is clear about her responsibilities to ensure children are protected from harm or neglect. The childminder is vigilant about children's safety and security and ensures that they take part in activities under her close supervision. All visitors to the home are closely monitored and a full risk assessment of the premises is carried out at regular intervals. The childminder also effectively assesses the risks to children on a variety of outings. Appropriate documentation is in place to record medication, minor accidents or any existing injury the children may have. However, the childminder may not be able to deal with all emergency situations as she has not yet obtained written parental permission to seek any necessary medical advice or treatment for all the children.

The childminder is increasingly reflecting on her practice and has attended essential training courses. She is using self-evaluation to identify her strengths and is developing innovative ideas to ensure that continuous improvements are made. The childminding service is both welcoming and inclusive. There is a written equal opportunities policy which is fully implemented. The childminder finds out about the children's cultural heritage or any additional needs they may have right from the start. Children are encouraged to be kind and help each other and make choices about what they like to do. They are helped to understand differences and diversity through the use of play equipment and books, and are involved in celebrations and festivals.

Children benefit from the effective partnership with parents. This is achieved through discussions and the sharing of daily written accounts of the care routines of each child. A wide range of policies and procedures are shared with parents about the childminder's practice. The most important information is displayed on a notice board in the kitchen. Parents are involved in their children's learning when they read and contribute to their child's 'learning journal'. Questionnaires are distributed and the childminder has already received very positive written feedback about the care she provides. The childminder has developed partnerships with other early years professionals, such as childminders and the staff from nearby children's centres. Links have also been formed with primary schools to ensure that there are smooth transitions and continuity in children's learning.

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

Children are very relaxed and settled in the care of the childminder. They feel very secure and look to her for support and help. The childminder is sensitive to children's individual needs and they respond well to her expectations for good behaviour. The childminder enjoys supporting children's development as they play

and learn. She talks to children in a very calm and reassuring manner, consistently developing their early verbal and non-verbal communication skills. Children develop their speech and language through the use of open questions, repeating words, singing familiar rhymes and explanation of words and actions.

The childminder ensures that young children can freely access the toys of their choice and they enjoy playing with brightly coloured resources that promote problem solving and using their imagination. She completes very positive observations of the children participating in a varied range of activities and records these in children's 'learning journals'. Observations are effectively supplemented with the use of photographs and are used to plan future activities. However, these are not yet systematically dated to provide a robust approach to assessment. The childminder has already identified a need to enhance her methods of observation and assessment. She is now looking at tracking children's progress to ensure that there are no gaps in their learning.

Many outings are undertaken to enhance children's knowledge and understanding of the world, both within the vicinity and on journeys to venues of interest. For example, children visit social events at nearby children's centres and they play energetically at the park or go on outings to the beach. Children learn about road safety and potential dangers. They know that they need to wear their seat belts and use appropriate car and booster seats when they ride in the car.

Children are made aware of a healthy lifestyle through participation in physical play and eating nutritious meals and snacks. They are encouraged to follow good hygiene routines as they wash their hands at appropriate times during the day. Regular drinks are provided so that children do not become thirsty or dehydrated. The outdoor area is a safe place for children to play. Children adeptly learn to steer small bicycles to avoid obstacles and develop coordination as they carefully pour water from one container to another, or use chinks and brushes. The childminder recognises when children are tired and they rest and awake refreshed after a peaceful sleep. Children develop positive social relationships with each other. They learn to share toys and are starting to understand the importance of good manners. Consequently, children develop a helpful attitude towards each other, form friendly relationships and acquire positive dispositions towards learning the skills they need for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	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