

Inspection report for early years provision

Unique reference number	EY411002
Inspection date	02/11/2010
Inspector	Jacqueline Mason
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 three children aged eight, six and two years in Mildenhall, Suffolk. The whole of the childminder's home is used for childminding, with the exception of one bedroom. There is a fully enclosed garden available for outdoor 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, no more than three of whom may be in the early years age range. She currently cares for two children in the Early Years foundation Stage; both children are minded on a part-time basis. The childminder also offers care to children aged over five years; this provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a satisfactory knowledge and understanding of the Early Years Foundation Stage to help children make steady progress. Children are happy with the childminder and she meets their individual needs well. She makes sure that children are able to be included in all activities, taking into account individual care routines and educational interests. Most health and safety requirements are in place to help promote children's welfare and most specific legal requirements are met. The childminder is developing effective links with parents and is beginning to consider self-evaluation in order to plan for continuous improvement.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment of indoors, outdoors and outings and review it regularly. The risk assessment must identify aspects of the environment that need to be checked on a regular basis, a record maintained of these particular aspects and by whom they have been checked (Suitable premises, environment and equipment)(Also applies to the compulsory part of the Childcare Register).
- 30/11/2010

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

- develop a culture of reflective practice to identify the setting's strengths and areas for development that will improve the quality of provision for all children

- deliver personalised learning to help children get the best possible start in life with regard to planning activities that take into account all six areas of learning and the next steps in children's learning
- ensure fire control equipment is accessible with regard to the fire blanket.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and is aware of the signs and symptoms of abuse to help her recognise when children may be at risk. She knows how to report concerns to help safeguard children's welfare. Toys and resources are readily available for children to enable them to self-select from the varied range provided. Home safety equipment, such as, socket covers and a safety gate are in place but the childminder has not completed risk assessments on the indoors or outdoors to ensure that all hazards have been identified and risks minimised. Although risk assessments have been carried out for outings these are basic and do not effectively identify hazards. This has the potential to compromise children's safety. An emergency evacuation procedure has been put in place and this is practised with the children to ensure that everyone knows what to do in an emergency. All necessary fire detection and control equipment is provided. Smoke alarms are in place and these are tested regularly but the fire blanket is not sited to ensure that it is readily available in an emergency.

The childminder is keen to improve outcomes for children but is at an early stage of identifying her strengths and areas for development. As a result of early childminding experiences the childminder has organised her day more effectively. This ensures she is meeting children's individual care routines whilst at the same time providing play and learning experiences that are relevant and promote children's interests. She follows advice given to her by professional support workers but is not yet confident to monitor herself independently. The childminder has attended all mandatory training.

The childminder promotes inclusive practice well to ensure that children are included in all activities. She organises her setting effectively and this helps children to be confident as they know what happens next at any point in the childminding day. She gathers useful information from parents when children start at the setting to help establish starting points in their children's learning and development. Policies and procedures are shared with parents and this helps them to make informed choices about their children's care. Children's good health is promoted well and this includes a policy of not accepting sick children into the setting. This helps to ensure that cross-infection is avoided.

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage and provides activities that are appropriate to the children's stage of development. She takes note of children's interests and carries out written

observations of children that are recorded in their individual 'learning journey' record books. However, she does not use this information effectively to plan for the next steps in their learning and development to ensure that children are making good progress across all six areas of learning. Despite this, the childminder knows the children well and responds well to their interests, providing activities that they enjoy and are engaged in. A consistent routine is followed and this helps children to develop their self-confidence.

The childminder is actively engaged in children's play and learning and children enjoy their time at the setting. They are happy with the childminder and readily go to her for support in activities and for a cuddle when they are tired or unsure. The childminder promotes inclusion well and ensures that all children are included in activities. For example, when reading with the children she ensures that all children can see the book. She asks questions about the illustrations to encourage the language development of all the children present, using language about texture - such as, 'smooth' and 'lumpy' - when looking at 'touch and feel' books. Children enjoy snuggling in with the childminder to look at books. When playing with plastic blocks the childminder promotes number and counting, helping to develop their skills for the future. Children are developing an awareness of colour.

The childminder promotes the good health of children by helping them to learn about the importance of good personal hygiene. They are encouraged to wash their hands before eating and have their own cloth for drying them. Their dietary needs are met by their parents as they provide packed lunches and snacks. The childminder ensures that drinks are kept readily available and this enables children to drink whenever they want, preventing them from becoming thirsty or dehydrated. Outdoor play and outings to the local park are included in the childminding day to provide children with opportunities for physical play. When on outings the childminder talks to the children about road safety, encouraging them to wait at the roadside and watch for a safe time to cross the road. Through these outings children are learning about their immediate environment. The childminder helps children learn about the wider world through the provision of satisfactory toys, resources and activities to promote positive images of culture, disability and gender. Children are encouraged to share and take turns and unwanted behaviour is dealt with sensitively, taking into account the age and level of understanding of the children, in order to help them understand right from wrong and play harmoniously.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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 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 (CR5.4). 30/11/2010