

Inspection report for early years provision

Unique reference number	EY336243
Inspection date	06/12/2010
Inspector	Moira Oliver

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 2006. She lives with her family in a village close to Ipswich, Suffolk. The whole of the childminder's home is registered, however, childminding mostly takes place on the ground floor. There is a secure enclosed garden which is used for outdoor play activities. The childminder has two cats as pets and fish in an outdoor pond. She is registered to care for a maximum of five children at any one time and is currently minding six children, three of whom are in the early years age range. The childminder also offers care to children aged up to 11 years and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder supports children with special educational needs and/or disabilities. She takes and collects children from the local pre-school, nursery and school and attends several toddler groups regularly. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun, are happy, confident and strong relationships are built between them and the childminder. Effective partnership with parents ensures that children make good progress through the Early Years Foundation Stage. The childminder has some systems in place to observe and assess the children's learning and development and their health and safety are promoted well. She has begun to use self-evaluation to improve her practice and is dedicated to her role, providing a good basis for her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a system of using reflective practice to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- use information gained from observations consistently to identify each child's next step in the learning and development to improve planning
- improve the record of risk assessment to include information about any action taken following a review or incident.

The effectiveness of leadership and management of the early years provision

Children are protected due to the childminder's secure knowledge of safeguarding children from abuse and neglect. She has attended training which she updates regularly to ensure she is confident to deal with any concerns appropriately. Clear

policies and procedures support her practice and are shared with parents. Documentation is well organised and accessible to ensure all children are cared for appropriately. The premises are secure ensuring unauthorised persons cannot gain access and children cannot leave unsupervised. Risk assessments are carried out on the premises and on outings and daily checks take place before the children arrive to ensure the premises are safe. However, these are wiped clean each day so do not identify actions taken following a review or incident.

The childminder is proactive in her professional development. Her recent qualification and ongoing courses and workshops ensure that she keeps up-to-date in her knowledge and skills in childcare and education. She has begun to evaluate her setting; she is aware of her strengths and has identified some areas to improve. However, there are limited structures in place to ensure that these improvements are addressed.

The childminder has organised her home to provide a bright and welcoming play environment for the children. There is a good range of toys and equipment both indoors and out that children can access independently. Her setting is inclusive to all families with a range of resources to support her to promote equality and diversity. She finds out all she can about each child's unique background and develops activities to encourage children to share their experiences. For example, children talk about countries where their extended families live, using pictures, books, postcards and chatting about their holidays.

Parents are involved in their child's learning at the setting. They receive detailed daily diaries recording what their child has played with, any visits they took part in, when they slept and what they ate. Parents are very happy with the care and education their child receives and value the childminder's organisation, efficiency, consistency and how she caters for each child's individual needs. They share important information daily and have provided the childminder with a wealth of recorded information to help her to care for and plan appropriately for their children. The childminder has built some links with other settings that the children attend. For example, she works closely with another childminder as they plan together for the children they share the care of. She has good relationships with one local nursery and is aware of the activities the children take part in.

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

Children enjoy their time with the childminder, strong relationships have developed and it is obvious that they are very fond of each other. They access toys and equipment from low-level storage boxes and cupboards. Children have many opportunities to socialise during regular visits to toddler groups and other childminder's houses. They cooperate with each other as they tidy up the toys and help to carry the boxes. Their language skills are developing well as they chat to themselves and others in their play. They are encouraged to try new words and sounds as they happily communicate together. A selection of books is displayed in an inviting and comfortable book corner, encouraging children to develop a love

for books and stories. They share them together, turning one page at a time and pointing to the pictures.

Children use their imaginations as they play with a camping set, putting the characters in the play campervan and setting up the campsite. They delight as they express themselves through dance and music as they sing and dance around the room. They enjoy art and crafts and take part in a range of painting, printing and sticking activities. They have opportunities to use technology as they use the childminder's laptop and get used to the mouse. They help with planting and growing a range of fruit and vegetables in the garden and learn about the seasons and weather as they play in the snow.

Physical play is well promoted. Children have regular opportunities to climb, balance, jump, run and crawl both in the childminder's garden and on visits to parks and groups. Babies and very young children are content because their individual needs are well cared for. For example, home routines are followed to enable them to sleep, eat and play according to their own individual needs. Children are taught good manners and encouraged to be kind to each other. The childminder is consistent in her approach and uses explanations when talking about the simple house rules to ensure they are all aware.

The childminder provides a balance of planned and child-initiated play experiences and uses observations and assessments to support her planning. However, robust systems are not fully in place to identify the children's next steps to inform the planning.

Children's welfare is promoted well. They are taught how to use the equipment safely and to care for the pet cats. For example, the childminder explains to them that they cannot sit on the cat as the cat is not strong enough and they will hurt it. They learn about road safety when out and are secure in the pushchairs. Children are beginning to understand about healthy foods as they choose from a range of fruit at snack times and fillings for their sandwiches. They are provided with a balanced and varied diet which includes home-cooked meals and produce from the garden.

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	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	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