

Inspection report for early years provision

Unique reference number	250597
Inspection date	14/12/2010
Inspector	Lynn Clements

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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 1999. She is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age group. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age group and four older children.

The childminder lives with her adult son in a residential area of Haverhill, Suffolk. The whole of the premises is used for childminding and there is a fully enclosed garden available for outside play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's well-developed knowledge of each child's needs ensures that she can successfully promote their learning and welfare. Children are safe and secure in the childminder's home and enjoy learning about the local area where they live and the wider world around them. The partnerships with parents, the local school and nursery are purposeful and significant in making sure that the needs of all the children are met, along with any additional support needs. This means that generally children make good progress, given their age, ability and starting points. Regular self-evaluation by the childminder enables her to respond to the needs of children and their families, and 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 further the system for assessing children's progress, to ensure consistency in identifying and planning for their next steps for learning in line with the Practice Guidance for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has clear safeguarding procedures in place in order to protect children's welfare. She knows how to make a referral if she has a child protection concern and this information is communicated clearly to parents and carers. The childminder understands about the importance of Criminal Records Bureau checks. She also has additional systems in place to enable her to safely account for all adults and children in her setting, for example, a visitor log and daily registers which include children's hours of attendance. The childminder has devised a good

range of relevant policies and procedures which have been personalised to reflect her provision. These are shared with parents and carers, support the smooth daily running of her provision and provide positive outcomes for the children who attend. The childminder carefully maintains all records and permission forms required by legislation. Children's records are stored securely and confidentiality is respected. The childminder takes her continuing professional development seriously and is proactive in seeking and attending training, which enables her to develop practice and the service she provides. This is in addition to the required training which she has completed and regularly updates, for example, paediatric first aid, which enables her to provide appropriate care in the event of an accident or emergency.

The childminder supports all the children in her care and strives to ensure that her provision is inclusive. There is no bias in her practice in relation to gender, race or disability. As such, she organises regular opportunities and activities to encourage children to explore other cultures, beliefs and festivals, both in the local area and the wider world. Partnerships are very good and time is taken to make sure that all communications are purposeful; this includes those with parents or carers, and those with staff at other settings the children attend. Attention to developing partnerships ensures the childminder has a clear picture of the children's achievements at home and that transitions to other settings are smooth. This is due to sharing information in advance about the children's achievements and well-being, which enables receiving staff to plan appropriately. Parents report that they trust the childminder and that their children have fun, learn and develop in her care. The childminder takes time to reflect on her practice and the service she provides. She takes account of the views of parents, carers and the development officer when developing her service. Self-appraisal is focused and clearly identifies strengths and areas which require development. This makes sure that the childminder's practice continues to develop and improve, which directly benefits the children who attend. The organisation of the childminder's home is very good and enables the children to move around freely and make their own choices and selections from the child-height storage, which is clearly labelled with pictures and the printed word.

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

Children make good progress towards the six early learning goals and in developing the personal qualities that enable them to take responsibility for small tasks. The childminder has a good understanding about the areas of learning and how to support each child through play. She organises her setting well and supports children through a balance of adult-led and child-initiated learning opportunities. The childminder maintains well-presented learning journeys for each child. Clear observations show how they are making progress and that learning is consistent across the six areas. The childminder seeks information from parents, carers and staff at the other settings the children attend and this enables her to provide opportunities which build on what children know and can do. However, the childminder does not consistently use the Practice Guidance for the Early Years

Foundation Stage when identifying and planning for children's next steps for learning. The children clearly benefit from the warm and caring relationships they have with the childminder and with other children who attend the setting. This was demonstrated during the inspection as children spoke warmly of others and helped to plan for their return, for instance, by ensuring there would be plenty of stickers for them to make their own Christmas cards when they next came to play at the childminder's house. Children interact well with the childminder and communication is very good. The childminder uses a range of good teaching techniques to support each child and their learning, for example, providing visual clues such as posters, labels, simple sign language and facial gestures, and audio clues through intonation and music. Children enjoy exploring simple songs, sounds and technology, for example, as they press the buttons on the battery-operated reindeer and dancing Father Christmas.

Children are motivated and interested in a broad range of activities; for example, they use their imagination to create Christmas cards for their families or talk with the childminder about the play they are going to appear in at nursery school. Children observe change as they mix ingredients while making cakes and use number language as they weigh and measure flour, sugar and butter. They learn about the wider world around them as they make visits in the local neighbourhood. They develop their physical skills well while using large apparatus in the park or socialising with others at local groups. They gain a secure understanding about the importance of regular exercise in maintaining healthy lifestyles. Children demonstrate a willingness to keep themselves and others safe through their good behaviour. They handle utensils safely as they help to prepare their own snack when peeling fruit and cutting it up to eat. Children thoroughly enjoy learning about being healthy as they find out about the foods they eat and what parts of the world they come from. They learn about sustainability as they plant fruit, vegetables and flowers, helping them to grow as they water them and ensuring they have enough sunlight. They then harvest their produce, tasting the carrots they have grown. Children show an exceptional understanding of the importance of following good personal hygiene routines; they are confident to talk about the reasons why they wash their hands and how this helps to protect them from germs which can make them poorly. All children are clearly settled with the childminder and are confident to join in activities, share their views and ideas, or rest as required.

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
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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