

Inspection report for early years provision

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Inspection date	08/12/2010
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.

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 has been registered since 2005. She lives with her husband and children aged 20, 17 and six years in Lowestoft, Suffolk. The whole of the ground floor is used for childminding along with the upstairs bathroom facilities. There is a fully enclosed garden for outdoor play. The premises are accessed via a small step. The childminder is registered on the Early Years Register to care for no more than five children under the age of eight years, of which no more than two may be in the early years age group at any one time. She currently cares for five children on a full-time and part-time basis. Of these, four are in the early years age group. The childminder has a level three qualification in Early Years Care and Education and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an interesting and stimulating environment that helps children to be happy and settled in her care. She has a good understanding of the Early Years Foundation Stage to help children make rapid progress in their learning and development. The childminder has a thorough knowledge of each child's individual needs and works in partnership with parents to promote continuity of care and learning. She is aware of the need to build partnerships with others who provide care for the children. Policies and procedures are in place and these are shared with parents. The childminder is enthusiastic, committed to improvement and has positive plans for the future that are focused on improving outcomes for children.

What steps need to be taken to improve provision further?

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

- include up-to-date information of how to contact Ofsted in the complaints procedure
- develop and maintain a regular two-way flow of information with others who provide care for the children.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and consequently children are well cared for and effectively supported. She has a good awareness of the signs and symptoms of abuse to help her recognise when children may be at risk and knows how to report concerns in line with Local Safeguarding Children Board guidelines. Risk assessments are carried out regularly to ensure that children can play safely both indoors and outside. The childminder monitors her setting and makes necessary adjustments,

such as installing a safety gate across the hallway to prevent children from accessing the front door. The environment is conducive to learning with toys and resources readily accessible to children to promote independence in selecting and carrying out activities. Children's art work is displayed to help foster a sense of belonging.

All policies and procedures necessary for the safe and efficient running of the setting are in place, although the complaints procedure has not been reviewed effectively to ensure the correct contact details for Ofsted are listed. Policies are shared with parents to help them make fully-informed decisions about their children's care and learning. Each child's individual needs and routines are recognised and catered for because the childminder has developed effective and professional partnerships with parents. Partnerships with others who provide care for the children are at an early stage of development to ensure that continuity of care and learning is promoted.

The childminder is enthusiastic and motivated. She has completed a level three qualification in Early Years Care and Education and has begun studying for a Foundation Degree in Early Years. This ensures that her childcare knowledge and skills are continuing to develop. The childminder has effective systems in place for monitoring her strengths and areas for development and is committed to promoting better outcomes for children. She promotes inclusion well and readily adapts activities to ensure that all children are able to participate. Consistent routines are followed, helping children to settle quickly, feel confident and develop a strong sense of belonging.

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

Children have very good relationships with the childminder. They receive lots of attention and are treated with genuine warmth and regard. Children readily go to her for a cuddle and often tell her that they love her. Good behaviour and individual efforts are praised and the childminder avoids unwanted behaviour by ensuring that children are actively engaged in activities. She helps them to learn to play safely by encouraging the tidying away of one activity before bringing out another and talks to children about tripping hazards.

A good balance of adult-led and child-initiated activities are in place. The childminder observes and assesses children to ensure that what she is doing is meeting their needs and helping them to make progress. She plans effectively, taking into account the six areas of learning in order to plan for the next steps of children's learning and development. Children take part in a varied range of activities that build on their interests and abilities. The childminder gathers useful information from parents when children first attend the setting, in order to identify starting points.

The childminder is actively engaged in children's play and learning. She chats with the children about what they are doing and promotes the development of their vocabulary; helping children who speak English as an additional language make

rapid progress in their understanding and confidence to speak English. Children are developing positive attitudes to others through the childminder's positive discussion with them, along with activities and resources that promote positive images of culture, disability and gender. The childminder helps children to make links between her childminding setting and home, encouraging children to make Christmas cards for their parents and to talk about their families. Children show an interest in print and the childminder looks at text with the children, for example looking, at the wording inside the Christmas cards and reading it to the children. Children are helped to write their name and they attempt to copy letters. The childminder names initial letter sounds and encourages them to repeat the sound.

The childminder responds well to children's interests and readily changes activities to meet children's needs. For example, when younger children climb into storage boxes the childminder takes the opportunity to bring out a pop-up tent, encouraging children to climb inside it. She plays creatively with them, helping to broaden their imagined experiences. Children are taken on outings into the local community and enjoy trips to local toddler groups where they meet new friends and learn to socialise with others. Children's good health is promoted through outings such as wellie walks where children go on walks with the childminder and, along with other childminders and their children, explore the environment. The childminder builds on children's curiosity, for instance, extending their interest in butterflies by encouraging bug hunts whilst on walks, talking to children about the lifecycle of butterflies and carrying out art and craft activities to promote the natural world. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate is promoted effectively, helping to ensure that they are developing skills for the future to contribute to their economic well-being.

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

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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