

Inspection report for early years provision

Unique reference number	250650
Inspection date	07/01/2011
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 1998 and lives with her family in a village close to Sudbury. The whole of the ground floor of the property is used for childminding and there is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has chickens as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently 10 children attending, six of whom are within the Early Years Foundation Stage and attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. On occasion the childminder works with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun in the bright and stimulating learning environment, enabling them to make good progress in their learning and development. Children's welfare is promoted very well and they are safe, secure and learn to live healthy lives. Strong and trusting partnerships between the parents and the childminder ensure that children are cared for appropriately and as individuals. The childminder is dedicated to her role and has some systems in place to reflect on her practice and bring about further improvements.

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 improvement that will further improve the quality of the provision
- ensure all children's personal records are confidential, this refers to records completed on administering medication.

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 and has clear policies and procedures in place to support her to deal with any concerns appropriately. She ensures her assistants are vetted and suitable to work with young children. She keeps them up-to-date with all policies and procedures and parents provide relevant permissions. The childminder has made her home and garden safe,

ensuring potential hazards are minimised. For example, gates are used to ensure children do not use the stairs, enter the kitchen when she is cooking or gain unsupervised access to the pond. The premises are secure, children cannot leave them unattended and unauthorised persons cannot gain entry. Thorough, detailed risk assessments are carried out on all aspects of her home and for each outing attended ensuring children are safe at all times. These are reviewed regularly and additional ones added when needed, for example, to cover the Christmas decorations.

The childminder organises her home to provide a bright, stimulating and welcoming play environment for the children. There is a wealth of good quality toys and equipment which are stored within the children's reach and labelled, promoting independence and choice. Children's learning extends to the outdoors offering many opportunities to watch and explore nature, pond life, animals and the seasons. The childminder has worked hard to ensure her setting is welcoming and inclusive to all families. She has many resources which promote diversity and encourage opportunities for discussion about similarities and difference. For example, books, puzzles, dressing-up clothes, play figures and dolls. Children take part in celebrating festivals from a range of cultures, introducing exciting craft ideas and cooking activities. Photographs of the children displayed around the setting provides them with a sense of belonging and opportunities to recall visits and activities.

Documentation is organised and stored confidentially. However, the medication book is not confidential as several entries are written on each page, allowing other parents to see previous entries. The childminder has begun to reflect on her practice and evaluates her training. She has identified her strengths and ensures her training is up-dated. However, systems are not in place to form a clear plan of action to identify areas for development and how these will impact on improving outcomes for children.

The childminder develops close bonds with the children and knows them very well. She works closely with parents and trusting supportive relationships are built. Cards and letters of thanks clearly show that parents are very happy with the care and education their children receive. Valuable discussions take place daily and diaries are used to inform the parents of their child's daily activities as well as feeding, toileting and sleeping routines. Parents are included in their child's learning in the setting and their comments are added to developmental records, providing valuable information for the childminder to use in her planning. The childminder has formed close links with the school and nursery ensuring that information is shared, enabling children to reach their full potential.

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

Children enjoy their time in the setting; they are happy, confident and settle well. They independently access a wealth of toys and equipment and involve the childminder and other children in their play. They develop friendships and play well together as they fish with home-made fishing rods whilst sitting on the toy box.

Children take responsibility for their environment as they help to tidy up the toys to make space for new activities. Their communication skills are developing and they confidently tell each other, and the childminder, what they want and do not want. They play in a print rich environment, for example, table mats have their names on, photographs are displayed with captions, toys are labelled and their stories are made into books and displayed. Photographs show children writing letters and posting them and they enjoy mark making in the sand, in paint and as they roll cars through the paint to make patterns. Children love stories and story sacks are made enabling them to be involved and bring the stories to life.

Children use numbers as they count the fish they catch and sort out the colours of cotton reels for threading. They learn to recognise numbers and use the number line in the garden. They compare size and shape and use mathematical language as they play with the bricks. Children use their imaginations as they crawl into the tent with torches and hide from the dinosaurs. They have lots of opportunities to be creative with a range of painting, sticking and printing techniques.

Children have valuable opportunities to observe nature up close as they watch chicks hatch from eggs and learn to care for them. They regularly explore pond life and collect frog spawn, following it's life cycle as tadpoles hatch and turn into frogs. Children enjoy walks in the country and learn about the changing seasons as they walk over fields and through woodland looking for insects, birds and other life.

Children enjoy physical play and visit the park and play areas where they climb, balance, run and jump. They learn about exercise and healthy eating, enjoying fruit for snacks and understand the reasons for good hygiene. They take part in regular fire-drills and simple house rules are in place to help the children to learn how to keep themselves safe. For example, children learn to sit at the table to eat and drink and to sit on the furniture and not to climb on it. They are taught good manners and encouraged to be kind to each other. The childminder knows the children very well and anticipates changes in behaviour. For example, she changes activities or offers her attention to prevent children becoming cross or unkind to others due to tiredness. She treats the children with respect and values them as individuals, providing a positive role model for them to follow.

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