

Inspection report for early years provision

Unique reference number	EY413805
Inspection date	18/01/2011
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 2010 and lives with her family in Framlingham, Suffolk. The whole of the property is registered 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 a pet hamster.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There are currently four children attending, one of whom is within the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun as they learn through play and make good progress in their development through the Early Years Foundation Stage. They build close relationships with the childminder and her family and enjoy the wide range of activities provided. Children's welfare is promoted well, they are safe, secure and learn to live healthy life styles. Children benefit because the childminder works closely with the parents and strong and trusting relationships are built. The childminder has begun to use self-evaluation and developmental records to monitor her provision and the children's progress. She is dedicated to her role and strives to improve her good practice further.

What steps need to be taken to improve provision further?

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

- develop further the use of observation and assessment to identify children's next steps in their learning and development
- ensure self-evaluation clearly identifies specific areas for future improvements in practice and the impact on outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has robust policies and procedures to ensure they are safeguarded from abuse and neglect. She has attended training and is confident about putting procedures into practice when necessary. Thorough risk assessments have taken place on all areas of her home and garden and for all outings undertaken. Children are cared for in a safe and secure environment and supervised at all times. The premises are secure, children cannot leave them unsupervised and unauthorised persons cannot gain access.

Clear, well presented documentation supports her practice. Policies and procedures are in place and essential records, including permissions, are kept to ensure she provides appropriate care and education. She shares all the information about her setting with the parents and has developed some questionnaires to encourage their views and opinions. The childminder works closely with the parents, discussing the children on a daily basis and sharing their developmental records. 'Learning journeys' are used to record children's progress and include valuable observations which are supported with photographs and the children's work. The childminder uses these observations to plan relevant and exciting activities for the children. However, systems to consistently identify children's next steps in their learning and development are limited.

The childminder has begun to evaluate her setting and has plans to include the parents and the children in this process. However, self-evaluation is in the early stages and does not identify areas for improvement that would further improve outcomes for children.

The childminder organises her home to ensure children have a range of activities to choose from which cover all areas of learning and development. She actively promotes diversity and ensures that all children are included. Resources such as dolls, books, puzzles and dressing-up clothes provide opportunities for discussions about similarity and difference. Children celebrate a range of festivals throughout the year and older children bring ideas from school as they learn about Chinese New Year. For example, they make a map of China and draw their own rabbits to celebrate the year of the rabbit.

Strong and trusting relationships are built with the parents and friendships have developed. They work closely together, sharing information about the children. The childminder is developing partnerships with other settings that the children attend to ensure progression and continuity of care.

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

Children play in a bright and stimulating environment where they have lots of choices of activities. They access a range of toys and resources independently and are learning to share the toys with their peers. They are happy and settle very well. Strong relationships are built between the children and the childminder and close friendships between the children develop. It is clear that they are very fond of each other. Children take pride in their environment and help to tidy up each game before starting a new activity and they enjoy getting the chairs out ready for snack.

Language is developing well as they chat to each other and the childminder, expressing their needs and using their imaginations. They are inquisitive and ask lots of questions, extending their knowledge and understanding. For example, they want to know if hamsters can swim and the childminder supports them to use the

internet to find out. Children are getting to know letter sounds as they sound out the beginnings of their names. The print-rich environment encourages the children's love of books and they understand that print carries meaning. They play lots of matching games, many of which have been home made and individually tailored to the children's interests. For example, they match pretend food items to pictures and words on a shopping list before they pay for the items using play money, a till and a scanner. They use counting in their play as they use the coins and notes and count how many chairs are needed.

Children spend time in the local community accessing places of interest such as the fire station. They love wearing the helmets and climbing into the engines and afterwards role-play fire fighters in the childminder's home. Children explore the changing seasons and nature on their many walks across the fields and through woods where they look for characters from their books, such as the imaginary creatures. They talk about where the creature might live and whether they will see him, creating active imaginations. Children enjoy role-play and dress up as bats, dancers and racing-car drivers. They use paints and explore the textures of a range of materials. They push play-dough through the dough press and watch the patterns it makes. They have lots of opportunities to play outdoors both in the childminder's garden and on walks to the park and the fields. They scoot along on cars and tricycles and climb the slide. Assault courses in the garden provide opportunities for them to crawl, balance and jump as they develop their physical skills further.

Children's welfare is promoted well and they are healthy and safe in the childminder's care. They eat a range of fresh fruit and vegetables and home-cooked meals are varied and balanced. They access drinks throughout the day to ensure they are hydrated. They learn to keep themselves safe through activities such as fire drills and are taught about road safety. High levels of attention and individual support help the children to behave well and manage their own behaviour. They are encouraged to be kind to each other and to take turns. The childminder promotes positive behaviour; she knows the children well and anticipates potential problems, diverting their attention when appropriate. Clear, age appropriate explanations are used to increase the children's understanding and they are treated with kindness and respect.

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