

Inspection report for early years provision

Unique reference number	EY342219
Inspection date	24/01/2011
Inspector	Lynn Smith
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 was registered in 2007. She lives with her three children aged 18, 16 and 13 years in Hadleigh, Suffolk. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has two pet dogs.

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 five children attending who are within the Early Years Foundation Stage, all of whom 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. The childminder supports children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This provision effectively meets the needs of children within the Early Years Foundation Stage. The childminder demonstrates secure knowledge of the children's differing needs which enables her to offer an inclusive and welcoming provision. She is developing systems to enable her to effectively use her observations of the children's learning to inform her practices, however, this is in its infancy. The childminder is committed to continuous improvement and is beginning to develop systems to enable her to work in partnership with other provisions.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development
- use information gained from observations consistently when planning for children's next steps in their learning and development towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder demonstrates secure knowledge of her responsibilities with regards to protecting the children in her care. She attends regular training events which enable her to update her knowledge. All adults living on the premises are suitably vetted and the childminder ensures that children are always in her supervision. The childminder ensures that parents understand her safeguarding procedures as she presents them in clearly written policies.

The childminder is firmly committed to updating and developing her provision. She attends a wide range of training and regularly meets with other local childminders, providing her with opportunities to discuss current issues and changes to expected practices. She has completed a self-evaluation of her childminding services which has identified some aspects of her provision which she intends to further develop.

Children safely and freely make choices over their play and learning as they access an exciting selection of toys and resources presented at their height. This system encourages them to develop independence and allows them to guide their own play. The childminder is on hand throughout the day to actively support their play and interacts with them effectively. The childminder provides an inclusive setting where all children's individual requirements are acknowledged and well met. They access toys, books and resources which reflect diversity and have opportunities to participate in activities which promote their understanding of other people's cultures and beliefs.

Parents are provided with clear information about their children's day as the childminder converses verbally at the point of collection as well as recording activities, sleep patterns and feeds, in a two-way daily diary. Parents spoken to at the time of the inspection comment on the childminder's professional, yet flexible approach and the way in which she teaches them good safety rules and promotes good behaviour. The childminder has some communication with the local school, however, has not yet implemented effective procedures to enable her to work in partnership with other settings.

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

Children's welfare, learning and development requirements are met to a good standard through the childminder's clear policies, procedures and practices. She has embraced the Early Years Foundation Stage and effectively delivers the welfare aspects of her provision. Children learn and develop in a stimulating and exciting environment in which they are encouraged to become independent and make choices. The childminder plans a range of activities, mostly based on weekly visits to toddler groups, the childminding group and local indoor play centres. She

makes some observations of the children's progress, however, at present these are not being effectively used to inform her future individual planning. Children enjoy the interaction they receive from the childminder and benefit from her clear support and directions. They play excitedly with the small world figures, developing an intricate game positioning the furniture and people within the rooms of the building. Younger children sit with the childminder and explore the selection of age appropriate floor toys. They rummage through interest boxes, finding treasure to share with their friends. Children enjoy participating in the planned trips to local toddler groups and indoor play centres. They talk excitedly about these places with the childminder recalling recent visits and pieces of equipment they have enjoyed using.

Children are and feel safe within the childminder's care. They move confidently around the ground floor of her home and clearly understand her safety rules, such as, not entering the kitchen. They part from the parents and carers with ease and younger children needing a little reassurance when strangers are in the house are quickly comforted and cuddled until they feel strong again. Children understand the importance of practices, such as, hand washing as the childminder gently reminds them. They enjoy fresh air and exercise on a daily basis and during the summer months have the opportunity to freely access the childminder's garden. Children eat a range of snacks and meals within the childminder's care which are based on healthy and nutritious alternatives. They sit together and share this important time of the day.

Opportunities for children to make a positive contribution are planned and provided by the childminder, for example, she encourages good behaviour by talking about sharing and being kind to each other. She provides children with good resources to help them to explore other people's differing needs, cultures and religions. Children have opportunities to celebrate a range of festivals and special occasions within the childminder's care which promote their understanding of diversity. Activities provided as well as those freely chosen by the children, promote children's learning across all six areas, as well as enabling them to develop skills for the future. The childminder has an interesting range of Montessori equipment which she purchased from a setting which was closing. She uses this to develop children's knowledge of numbers, sounds and handwriting skills.

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