

Inspection report for early years provision

Unique reference number	EY279628
Inspection date	13/12/2010
Inspector	Deborah Kerry
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 2004. She lives with her family in Ipswich, Suffolk. The whole of the property is used for childminding except for two bedrooms and the back hallway. There is a fully enclosed garden for outdoor play. The property is accessed via a low step.

The childminder is registered to care for a maximum of six children at any one time and is currently minding seven children on a part-time basis, of whom six are in the early years age group. This provider is registered on the early years register and the compulsory and voluntary parts of the childcare register. The childminder drives to local nurseries to take and collect children. The childminder attends local childminding groups and takes children on outings, such as to local parks and the beach.

The family has several pet dogs which are kept in a large enclosure in the garden whilst minded children are present and do not access areas minded children use. The childminder 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 a safe, caring environment for children in the Early Years Foundation Stage. The childminder knows minded children well and provides activities that she knows they enjoy and helps them to learn. There are good systems in place to ensure good exchange and communication with other settings children attend for consistency of care. Parents are kept informed about their children's care, learning and development through daily verbal feedback and the children's learning journey records. Systems to effectively evaluate her practice to identify areas for development to promote continuous improvement have not been fully implemented.

What steps need to be taken to improve provision further?

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

- extend resources, activities and play opportunities to ensure that children develop an appreciation of diversity and the beliefs of others
- ensure that a record is kept on all the emergency evacuation practices and include any problems encountered and how they were resolved
- develop procedures to reflect on practice to promote improvement to ensure that children's individual needs are met.

The effectiveness of leadership and management of the early years provision

The childminder completes a written checklist each month to ensure that all areas of her home and garden are secure and that there are no risks to minded children. She keeps a record of all risk assessments undertaken for outings to ensure that children remain safe when outside the home. The childminder is fully aware of her responsibilities to promote children's safety and welfare. She has clear written policies and procedures around safeguarding children which include local contact numbers to show that children's welfare is a high priority. All adults within the home undergo checks to ensure that children's welfare is fully promoted. There are clear procedures to follow for the emergency evacuation of the premises which are practised with minded children. However, there is no record in place to show that children are given regular reminders.

The childminder ensures that she shares all her clear written policies and procedures with parents. This helps to keep them informed about her practice and the service that she provides. The parents have provided written feedback to the childminder on her practice through letters. This helps to support the childminder in developing her practice to meet the requirements of parents and the care needs of children attending. The childminder has some resources in place on the cultures and beliefs of others to help children develop a positive understanding on people's differences. Children are taken on regular outings within the local community to help them to learn about the wider world and their environment. The childminder has established good systems for the exchange of information on the children's learning and development with other settings they attend to ensure that their learning is fully supported. For example, through completing daily dairies that are shared with other childminders and by looking at and adding comments to their learning journey records from the preschool children attend.

Through attending training on the Early Years Foundation Stage the childminder is able to fully support children's learning and development. She has a range of clear policies and procedures to support her good practice. However, systems for self-evaluation, so that areas for development can be identified to maintain continuous improvement, are not fully in place.

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

The childminder ensures that children are well cared for and their nutritional needs are fully met as she provides them with a range of fresh fruit for snacks. This helps them to develop a good understanding of what foods they need to eat to promote their health. Children's health and medical needs are fully supported through the clear policies and procedures the childminder has in place. Children are taken on regular outings and can access the garden to promote their physical development.

The childminder organises her day and her home is arranged to allow children to move around freely and safely, and they are able to self select resources from the

range available. Children enjoy playing with dolls dressing them up. This helps children to develop their imagination and they learn how to care for others. Children choose books they enjoy and the childminder reads them stories. This develops children's interest in literacy and that the printed word carries meaning. The childminder counts resources with children; they are able to anticipate which number comes next in the correct sequence. This reflects that children are developing a good understanding around numeracy. Children's independence and self-care skills are fully supported as they are able to feed themselves, wash their hands and manage their own toileting needs. Children are provided with limited activities and play opportunities to help them develop an understanding of diversity and the beliefs of others. The childminder provides an inclusive environment for children and ensures that children from all backgrounds are welcomed and have their individual needs fully supported as she is currently minding children from a range of different cultural backgrounds.

Children enjoy a good range of activities to help them to make progress in their learning. The childminder undertakes regular observations on children's achievements and includes photographs and examples of their work to reflect their achievements. She clearly links the observations to the area of learning to show that they are receiving a broad and balanced range of activities to support their all-round learning and development. The next steps in their learning have been identified to show that they are fully supported and can make good progress in their learning.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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