

Inspection report for early years provision

Unique reference number	251182
Inspection date	31/01/2011
Inspector	Lynn A Hartigan

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 1989 and lives with her husband and two adult children in Kesgrave in Suffolk. The whole of the premises is registered for childminding. There is an enclosed garden for outdoor play.

A maximum of six children under eight years may attend at any one time, three of whom may be in the early years age range. The childminder is currently caring for nine children, on a part-time basis. Care is also offered to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well through the Early Years Foundation Stage and the provision for their welfare is also met to a good standard. Children receive good care and attention from the childminder as she dedicates her time to them, resulting in good progress being made through the early learning goals. Children are confident and happy as the childminder offers some fun activities and outings within an inclusive and safe environment, however limited opportunities are available to use technology and natural materials. Good opportunities are in place to communicate with parents and effective partnerships with other settings children attend are developing. A systematic way of recording observations is now in place and parents' comments are welcomed, however the children's next steps of learning are not clear. The childminder demonstrates an understanding of self-evaluation that ensures a good standard of care is offered at all times.

What steps need to be taken to improve provision further?

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

- extend opportunities for babies and younger children to explore and experiment with natural materials and improve the educational programme to provide opportunities for children to develop their use of simple technology equipment
- develop the use of observation and assessment to identify children's next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues and ensures she completes relevant training to keep up to date with current practices. The childminder fully understands her responsibilities and is familiar with the procedure should there be any concerns with regard to safeguarding children. The

childminder ensures members of the household who require suitability checks have completed these. A visitors' book documents visitors to the home and the purpose of their visit. Children are introduced to visitors and are comfortable and secure in their presence.

The childminder is committed to providing a safe environment for children and is vigilant within the home and on outings. Good risk assessments are frequently reviewed and fire drills are regularly practised. The provision of some good quality toys and resources ensure children's safety at all times. Meaningful and current policies underpin the childminder's practices. Copies of these are available to parents.

The childminder is effective in promoting the children's learning and welfare as she is realistic about how many children she can care for at any one time. A range of play opportunities are available for children within the lounge where they play. Toys and resources are organised to ensure children can self-select and initiate their own play and learning. The childminder has developed some good links with other settings that minded children attend. This helps promote the exchange of information and continuity of care.

The childminder's dedication to the children ensures they are happy and play in a fun and safe place. The childminder is able to demonstrate how she plans to improve the service she provides as a meaningful self-evaluation process is developing. The childminder shows a commitment to further training.

The childminder values each child for their individuality and opportunities for children to learn about diversity are provided through the activities provided. For example, positive images of diversity and some good resources are readily available to the children to help them embrace difference and discuss similarities.

The childminder has developed some good systems for communication with parents. They are warmly welcomed into the home and have opportunities to discuss their children on a daily basis. A review of their child's development records and care is offered by arrangement, throughout the year. Parents are encouraged to make comments within their development records to encourage a regular two-way flow of information. Photographic evidence used greatly enhances the opportunities to document the children's day, whilst providing evidence for the parents, however the children's next steps in learning are not always identified. Parents' written references indicate that they are very happy with every aspect of care provided.

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

Children are encouraged to initiate their own play, supported by the childminder. For example, they choose to play with the building bricks. They show sustained levels of interest at this activity and work well together, taking turns and negotiating with their friends how to build their structure. The childminder is on hand to assist as required and offers lots of praise for their efforts. Children

request to use chalks. The childminder facilitates this by providing a large floor mat, paper and chalks. Children happily draw patterns and pictures to take home.

Children settle well and happily leave their parents as the childminder encourages a good settling-in process and ensures she is fully informed with regard to their likes and dislikes. The childminder speaks intuitively of all the children in her care. The childminder has developed an effective system to record the children's development and encourages parental involvement.

Children have good opportunities to develop their physical development and learn how to stay healthy. For example, they have regular opportunities to play in the park developing their climbing and balancing skills. They get fresh air daily as they walk to school and nursery and they learn how to stay safe, as the childminder discusses road safety issues with them. Through familiar daily routines, children are beginning to understand the importance of being healthy and taking responsibility for good hygiene procedures. They know to wash their hands before snack time and the provision of paper towels helps to protect them from cross-infection. Nutritious, healthy snacks are provided by the childminder, such as bread sticks and fruit.

The childminder promotes the children's understanding of diversity through the play opportunities and resources provided for them. Children enjoy playing with the small world people that include people with different skin tones, ages and disability. These prompt discussion around differences and similarities. Children have great fun using the dressing-up outfits. They carefully dress themselves as police officers or dress in the multi-cultural outfits provided. They are becoming skilful at fastening the velcro, hooks and buttons.

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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