

Inspection report for early years provision

Unique reference number	EY227749
Inspection date	08/02/2011
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.

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Description of the childminding

The childminder was registered in 2002 and lives with her husband and two adult children in Ipswich, Suffolk. The whole of the premises is used for childminding with the exception of the dining room and one room upstairs. There is an enclosed garden for outdoor play. A maximum of three children under eight years may attend at any one time, all of whom may be in the early years age range. The childminder is currently caring for four children on a part-time basis. The childminder has strategies in place to support children learning English as an additional language.

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 satisfactory.

Children make steady progress through the Early Years Foundation Stage and the provision for their welfare is also met to a satisfactory standard. This is achieved as the childminder dedicates her time to the children, who often receive one-to-one attention. Children are happy and settle well as the childminder ensures they have fun and are able to learn within an inclusive and safe environment. Some good opportunities are in place to communicate with parents and effective partnerships with other settings children attend enhance their time with the childminder. A systematic way of recording observations and children's next steps is being reviewed to ensure it is effective. Some systems are in place for self-evaluation which ensure a satisfactory 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:

- make use of training made available by the local authority and other sources to develop knowledge and understanding of the Early Years Foundation Stage and the Local Safeguarding Children Board procedures
- develop the information provided for parents to improve the two-way flow of information and promote a shared understanding of the care provided; this refers to the provision or regularly updated policies and procedures
- update and regularly review the record of risk assessment to include any assessments of risks for outings and fire drills
- ensure systems in place to administer and record medication given and record accidents are effective.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a satisfactory understanding of child protection issues. She is aware of the possible signs of abuse and understands the process to follow if she was to have concerns about a child in her care. She has attended safeguarding training in the past but has not refreshed or extended her knowledge further. Children receive care in a safe and secure home as the childminder assesses and minimises risks effectively. However, written risk assessments for outings are not in place. The childminder ensures members of the household who require suitability checks have completed these.

Required documentation is in place to support children's welfare. However, the childminder does not review and update all documents regularly, in particular, ensuring robust and accurate records are kept with regard to accidents and administering medication to ensure children's welfare is not compromised.

The childminder is beginning to develop an effective system to evaluate and review her practice and some improvements have been made since the last inspection. For example, children use a range of resources and these now include some toys that reflect other cultures and diversity. The opportunities for children to develop their creativity have also been improved as the childminder offers resources, such as, dressing up clothes, art activities and musical instruments.

Children are happy and settled as the childminder works very closely with their parents. She gets to know families well and endeavours to meet their individual needs. The childminder has, in the past, and continues to support children who are learning English as an additional language. This is successfully achieved as she works closely with the children's parents and ensures she is fully informed with regard to their individual backgrounds. However, the lack of regularly updated policies available for parents which detail the childminder's practices means they are not fully aware of or up-to-date with her procedures.

Children are able to continue their learning at home as parents learn about what they have achieved with the childminder through daily conversations and regular opportunities to look at children's Learning Journeys. The childminder clearly understands the importance of partnership working and has initiated contact with the local pre-school and schools that minded children attend to ensure continuity of care and continued learning within the home.

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

Children are happily settled with the childminder and relate confidently to her and their friends. They feel secure with her and gain an awareness of their personal safety as she makes effective use of opportunities to teach children about safety issues. Children understand the importance of keeping safe in the car as the childminder explains about the importance of using seat belts and appropriate car

seats. Older children understand why they must hold her hand or the buggy when walking along busy roads. Children have occasional opportunities to practice emergency evacuation procedures, but these practices are not regular and are not documented effectively. Children's learning about their personal safety is, therefore, not maximised.

Children are happy, confident learners who self-select from the toys available within the lounge where they play. They also enjoy a range of planned activities to support their learning. For example, arranged visits to 'Melody and Movement' sessions offer opportunities to develop physical skills. These sessions are enjoyed by children, who excitedly dance to music.

Opportunities to extend children's knowledge and understanding of the wider world are provided. For example, they have fun collecting conkers and leaves when walking in the outdoor environment. Provision of electronic toys and magnetic games and using money in shops offer opportunities to develop skills for the future.

The childminder has a satisfactory understanding of the six areas of learning and is able to observe and assess each child's progress. Next steps of learning are mostly identified and inform future planning. Children behave well as the childminder is a good role model and sets clear boundaries for their behaviour. They receive good attention and happily approach the childminder for cuddles. The children happily involve the childminder in their games. For example, they make monsters together using the construction toys.

Children celebrate a range of festivals and traditional days to extend their awareness of other cultures, and the activities also support other areas of their learning. For example, children dress up and enjoy party food at Halloween. They have fun socialising with others and sharing party food. They learn about Diwali and Chinese New Year. They extend their conversation skills through constant chatter with the childminder as they play.

Satisfactory strategies in place support children learning English as an additional language. For example, pictures of everyday objects are used so that children become familiar with these and can make themselves understood.

The childminder skilfully brings maths into children's play by encouraging them to count how many puzzle pieces they have and identify shapes and colours within the puzzle. The childminder offers healthy and nutritious snacks and meals and reinforces good hygiene practice. Therefore, children are beginning to understand the importance healthy lifestyles and taking responsibility for their own personal hygiene.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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