

Inspection report for early years provision

Unique reference number	251168
Inspection date	09/02/2011
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 1989 and lives with her family in Ipswich, Suffolk. The whole of the ground floor is used for childminding with the exception of the office area. 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 do not have any pets.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently 10 children attending, two of whom are within the Early Years Foundation Stage and attend on a part-time basis. The childminder also offers care to older children and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language or are bilingual.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun in the bright and inviting play environment and make good progress in their learning and development. They build close relationships with the childminder and enjoy the range of activities provided. Children's welfare is promoted well, they are safe, secure and learn to live healthy lifestyles. Partnership with parents and others is good and there are some opportunities for them to be involved in the children's learning within the setting. The childminder is dedicated to her role and has some systems in place to reflect on her practice, providing a good basis for her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of reflective practice to identify the setting's strengths and priorities for improvement that will improve the quality of the provision for all children
- extend activities and resources to celebrate other cultures to further promote and value diversity and difference
- 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.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her roles and responsibilities in safeguarding children from abuse and neglect. She has attended training to

increase her knowledge and has relevant documentation to refer to. Robust policies and procedures support her practice and they are shared with parents. Children are supervised at all times and they are safe and secure in the childminder's care. Thorough risk assessments ensure that the premises are safe and hazards are minimised. Risk assessments are also in place for outings and the childminder ensures that she always has a first aid kit with her, a mobile telephone and all parents contact numbers.

The childminder visits other settings, such as, Children's Centres and works closely with other childminders, sharing good practice and picking up ideas for new activities. For example, she has bought a large tray and uses it for sand play or rice play indoors, providing additional opportunities for children to pour as they fill and empty containers. She has begun to use self-evaluation to monitor her provision. However, systems are not yet in place to identify specific priorities for development and how these will impact on improving outcomes for children.

The childminder works closely with the parents discussing the children on a daily basis. Learning journeys are used to record children's progress and include valuable observations which are supported with photographs and children's work. The childminder uses these to identify each child's next step in their learning and plan relevant, exciting activities for the children. The learning journeys are shared regularly with the parents. However, they do not contribute to them and are not involved in planning their child's next step. The childminder is aware of the benefits of working in partnership with other settings. However, she has not been successful in developing links to ensure a consistent approach for children who attend more than one setting.

The childminder provides an inclusive and welcoming setting for all children. She supports children to understand and accept peoples differing needs using books and discussions. She ensures that all children can access the activities by bringing them to their levels and providing specialised equipment where necessary. Dual language books are used with children who are bilingual and some festivals are celebrated. However, opportunities are sometimes missed to build on, learn more about and celebrate the diverse cultures of the children who attend.

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

Children are happy, confident and enjoy their time in the setting. They build close relationships with the childminder and it is clear that they are very fond of each other. Children are independent and freely use all areas as they decide on their activities and move items to where they want them. For example, they carry a large garage from one side of the room to the other so it is closer to the rice tray, enabling them to pour rice onto the cars. They also move the garage into the corner to block off the rest of the room, making an enclosed den area to play in. The childminder knows the children very well and uses her observations and assessments to plan stimulating and enjoyable play experiences for all children.

They chat freely to the childminder, extending their language in role play as they

make cups of tea. Children express themselves and get excited as they find a teddy bear on the fridge and laugh as they throw the rice in the air and watch it fall down all around them. They happily sweep the floor after play, cleaning up the rice. They talk about height and size as they try to touch the ceiling with the broom handle and count the cars before pushing them down the slope.

Children enjoy art and craft and use a range of painting and printing techniques as well as glue and collage. They love dressing-up and have a variety of clothes and accessories to choose from. They explore nature and the changing seasons as they go for walks to the park and play in the garden in the snow. They learn about their local environment as they visit a range of groups, the library, shops and the beach. Discussions take place about people they meet as they talk about their roles in the community. For example, fire and police officers, shop keepers, postal workers and librarians.

Children's welfare is promoted well and they are safe and healthy. They have regular opportunities to play in the fresh air either in the garden or at the park. They enjoy climbing, swinging, sliding, crawling and balancing on the play equipment in the park. In the childminder's garden they jump on a trampoline, pedal tricycles and scoot along in cars and on the scooter. They learn about healthy eating and are encouraged to make healthy choices as they eat a variety of fruit for snack. They grow cress on the window ledge and plan to eat it with some egg, involving them in preparing their food. They learn to keep themselves safe as they practise fire drills and learn about road safety. The childminder uses consistent and effective strategies to support the children to manage their behaviour. She is calm and relaxed in her approach and uses simple, age-appropriate explanations to help children understand right from wrong. She treats the children with respect and values their unique personalities, providing a good role model for them to follow.

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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