

Inspection report for early years provision

Unique reference number	EY336862
Inspection date	18/03/2011
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 since 2006. She lives with her husband and two children in the town of Brandon in Suffolk. The whole of the ground floor and one bedroom and the bathroom on the first floor are used for childminding and there is a fully enclosed garden available for outside play. The property is fully accessible.

The childminder is registered to care for four children under eight at any one time, of whom no more than one may be in the early years age range. There are currently four 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 to ten years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

She attends the local toddler group and takes children on outings to the local park or soft play area. The childminder is able to take and collect children from local schools and pre-schools. The childminder supports children who speak English as an additional language. She is a member of the National Childminding Association.

The childminder has one dog and four cats as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children's welfare, learning and development are fully supported and their individual needs met well. The childminder ensures that she works with parents so that the majority of children's needs are understood. Partnership working is not fully established to ensure children's learning is fully supported. The childminder has clear policies and procedures in place to ensure children's health and safety are fully promoted and most are effective in practice. She has implemented procedures to support the learning and development of children in the Early Years Foundation Stage. She has evaluated her practice to ensure continuous improvement is maintained.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that an accurate record of the hours of attendance is maintained for each child looked after on the premises.
- 06/04/2011

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

- develop partnership working to provide opportunities for parents to share in

their children's learning and consider ways of liaising with other settings minded children attend to ensure continuity of care and learning.

The effectiveness of leadership and management of the early years provision

The childminder has clear policies and procedures in place regarding safeguarding children. This ensures that maintaining children's welfare remains a high priority. She has attended training around safeguarding children to develop her knowledge. The childminder practises the fire evacuation procedures with children on a regular basis. This is a regular reminder to children which helps them to develop a clear knowledge of what to do in an emergency. She keeps a written record of these to reflect that children's safety is a high priority. The childminder completes written risk assessments for all areas of the home, garden and for all outings. This ensures that children are protected from any potential hazards, when inside, outside and when on outings.

The childminder has developed close relationships with parents of minded children. This helps children to feel safe and secure when in the childminder's care. They exchange information each day on the children's day-to-day care needs and home routines. The childminder also writes a daily diary for each child under five, to reflect an accurate record of their achievements and activities they have undertaken. However, parents have not taken the opportunity to add comments to children's learning journey records, so that they are fully involved with their children's learning. The childminder is fully aware of the importance of working with outside agencies to support children with special educational needs should the need arise. However, she has not established systems for the exchange of information on the children's learning and development with other settings they attend to ensure that their learning and development is fully supported. Children are taken on regular outings within the local community which supports their understanding of people's differences, the wider world and the environment. The childminder celebrates a variety of festivals to help develop children's understanding on the beliefs and cultures of others.

The childminder implements the Early Years Foundation Stage requirements well. She has put in place clear systems to support children's learning and development successfully. The childminder has attended further training to extend her knowledge and develop her good practice further. She has undertaken an evaluation of her practice and has identified areas for improvement so her practice can be developed to maintain continuous improvement. The childminder ensures that all policies and procedures are in place. However, the daily records on the hours of attendance do not reflect this which is a breach of the welfare requirements. Parents have provided positive written feedback on the care and learning that the childminder provides for their children.

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 fully met, as she shares her healthy eating policy with parents. She ensures that food she provides include a range of healthy options to promote children's health and meet their individual dietary needs well. The childminder has in place policies and procedures to effectively promote children's health and medical needs. Children are taken on walks to the park and can access the garden to promote their physical development well. Children are learning good hygiene routines as they wash their hands before eating and after using the toilet. The family's pets are regularly treated for fleas and worms to protect children against any possible risk to their health.

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 cutting and manipulating play dough to create different shapes. Children's understanding of numeracy and problem solving is developed as the childminder counts with children. Children talk confidently with each other and the childminder about their play. This shows that children's speech and language is fully supported. Children's independence and understanding of personal hygiene routines is supported as they know that they need to wash their hands before eating. Children are learning to behave well and to take care of resources as they help to tidy up after they have finished playing with the resources they have used. Children are given clear explanations on expected codes of behaviour as the childminder teaches them to share and take turns with resources. Children play with small world resources to develop their imagination. They use building bricks to design and construct. Children are learning about sounds and letters as the childminder marks out their names in play dough and reads out their names.

Children have access to resources that reflect positive images of diversity to help develop their understanding of the cultures of others. The childminder undertakes regular observations of children in the Early Years Foundation Stage. She records the activities they do and what they have achieved. These are clearly linked to the six areas of learning to show that children are receiving a broad and balanced range of play opportunities to support their ongoing learning and development. She has evaluated their progress and has clearly identified the next steps in their learning to ensure that children make good progress in their development.

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

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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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