

Inspection report for early years provision

Unique reference number	EY356394
Inspection date	24/03/2011
Inspector	Lynn Clements

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 2007. She is registered to care for a maximum of six children under eight years at any one time. When working with her mother, who is also a registered childminder at the same address, they may care for a maximum of nine children under eight years at any one time. There are currently 13 children on roll of whom 11 are in the early years age group. The children attend on a part-time basis. The childminder is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The childminder works from this address which is the home of her mother and father. The setting is situated in a residential area of Haverhill, Suffolk. The whole of the house, managed by the childminder, is used for childminding and a secure section of the garden has been made safe to provide outside play space. 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's good understanding and familiarity concerning the requirements of the children in her care, enables her to strongly maintain their welfare and learning. Children are safe and sound within this well-organised environment in which they benefit from learning about the wider world. Clear systems are in place to work with other partners, such as, the local primary school and local authority development officers. Partnerships with parents and carers are excellent and make sure that each child, including those with additional support needs have stability of care at all times. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the childminder helps her to identify strengths and address areas for development; this attention to continuous improvement enables her to meet the changing needs of families.

What steps need to be taken to improve provision further?

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

- develop further the current systems of assessment to ensure that children's next steps for learning are clearly linked to the Practice Guidance for the Early Years Foundation Stage
- develop further children's knowledge and understanding of the world, increasing opportunities for them to explore information communication technology, such as, programmable toys and computers.

The effectiveness of leadership and management of the early years provision

Clear safeguarding procedures are in place and the childminder clearly understands about what action to take if she has a child protection concern. Robust steps are taken to safeguard children, including vetting procedures for all the adults who work with the children. She has undertaken safeguarding training and updates this regularly so that her knowledge remains current. There is a common sense of purpose between the childminder and her mother, who is also a registered childminding working from the same address. They work well together to ensure that the needs of all groups of children are met and that they have the opportunity to achieve well. All policies, procedures and documentation required by legislation are in place and maintained well. Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. The childminder takes her continuing professional development seriously in order to support her future practice. The accommodation is well suited to its purpose. The childminder has a wealth of exciting resources and the use of positive images, colourful posters, along with the children's own creations provides an exceptionally welcoming and upbeat environment in which the children explore freely. Children undoubtedly gain and thrive as a result of the setting they are in.

The childminder is improving outcomes for children and taking effective steps to close identified achievement gaps. Their development in relation to their starting points is good. There is no bias in the childminder's practice in relation to gender, race or disability and this positive attitude is a good role model for the children in her care. The childminder currently has no children on roll with special educational needs and/or disabilities, however, she does have clear support strategies in place. Time has been taken to source resources enabling the childminder to provide effective support for children who have been bereaved. Communication takes place with other providers, such as, teachers at the local primary school. The childminder uses these exchanges to build on ideas and take best practice from outside to reinforce her understanding and provide good learning opportunities for children. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. The highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the settings work. Parents are pleased with the wholesome foods their children enjoy. They find the childminder very helpful and flexible in the care she provides which meets their working needs. They would not hesitate to recommend to others and feel that their children have blossomed in her care. Parents report that they are kept well informed about their child's progress and that both childminders are available at any time to discuss any queries they have. The effective liaison with parents and carers contributes to improvements in children's achievement, well-being and development.

Self-evaluation involves her co-minder, parents, carers and the children and provides an accurate diagnosis of the strengths and areas for development of her early years provision. The childminder is taking well-considered steps to ensure resources and the environments are fully sustainable.

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

The childminder has a good understanding about how young children learn through play and free-flow investigation. Good systems are in place to support children who speak English as additional language, such as, key words and visual clues along with dual language books.

She makes clear observations of each child to identify new learning opportunities which will build on what they know and can do. Each child has a learning journey in which the childminder identifies their next steps for learning. However, she is not currently consistent in linking these clearly to the Practice Guidance for the Early Years Foundation Stage in order to make sure that children continue to be challenged effectively. Learning opportunities are well considered and based upon observations of the children as they play and on the discussions they have together, this helps the childminder to learn about their interests. This childminder encourages positive attitudes to learning. Children's behaviour is managed well and the childminder provides plenty of positive praise and encouragement which raises their self-esteem and confidence and enables them to try things without fear of failure.

Children are keen communicators and are confident in making their needs known. Babies and children use their voices to make contact and to let people know what they need and how they feel, establishing their own identities and personalities. For example the baby in the high chair eating snack, points to the second piece of bread just out of reach and makes loud noises to gain the childminder's attention so she can help. Children concentrate and solve problems for themselves, for instance, as they try to work out how to release their doll who is strapped into the buggy. Children enjoy their time with the childminder, becoming active, creative learners who think critically whilst participating in all activities. They play together, for example, in the sandpit, sharing their ideas as they build three-dimensional sand castles. Children enjoy touching and exploring different natural textures, for example, water, sand, bark and the skin on the different fruits they enjoy for snack, such as kiwi. As they do this the childminder helps to develop their vocabulary talking about the different objects and how they feel, such as, hairy, smooth or warm. Children notice change, for instance, as they discover that the sunshine has warmed up the water they are playing with. They demonstrate enjoyment as they participate in activities and move freely both inside and outside, exploring independently. Children learn about caring for living things as they help to take care of the rabbits and learn that they need water and food to help them grow and stay healthy. The childminder provides an exciting and enabling environment and she has identified the need to increase opportunities for the children to explore programmable toys and computers. Children take pleasure in learning and are energetic and creative thinking critically and engaging fully with activities, the childminder and each other.

Children enjoy a very sociable snack time as they sit together with each other and the childminders. They clearly benefit from talking about the different foods they

are eating and where they come from. Children show an excellent understanding of healthy eating and make healthy choices at snack and meal times. They also learn about the importance of maintaining good oral hygiene learning to clean their teeth thoroughly after meals. Children build on their existing physical skills, for example, developing their hand eye coordination as they spread crackers and toast. Daily routines help the children to learn about the importance of personal hygiene in order to limit the spread of infection. Drinking water is available at all times helping to keep the children well hydrated. Children gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy a wide range of physical activities helping them to discover how their bodies can move in different ways. All children's health, physical and dietary needs are met to an exceptional standard helping them to feel content and settled in the childminder's care. Children are extremely confident and competent in communicating their thoughts. They safely use a range of tools and equipment within the setting and know how to handle these carefully. Children also enjoy learning how to stay safe whilst out and about, for example, practising road safety and learning not to talk to strangers. The excellent organisation helps children and their families to feel safe and secure.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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

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