

Inspection report for early years provision

Unique reference number	EY277870
Inspection date	29/03/2011
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 in 2004 and lives with her family a house in Mildenhall. The downstairs of the home is used for childminding activities. There is a fully enclosed garden available for outside play. Accessibility to the premises is via a step.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years age range, 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. The childminder supports children who speak English as an additional language. The childminder walks to local schools to take and collect children. The childminder is a member of the National Childminding Association and a member of the local childminding network.

The family has one cat.

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 are met well. The childminder ensures that she works closely with parents so that all children's individual interests and needs are understood. The childminder has some clear written policies and procedures in place to ensure that the majority of children's health and safety are promoted. She has implemented procedures to fully support the learning and development of children in the Early Years Foundation Stage. The childminder has undertaken an evaluation of her good practice and areas for development have been identified to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 18/04/2011

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

- develop clear procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome.

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 ensures that children are supervised at all times to promote their safety, especially when using the garden. She practices the fire evacuation procedures with children on a regular basis. This acts as a reminder to children and they develop a clear knowledge of what to do in an emergency. She ensures that a written record of these is kept 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. Documentation is not all in place as prior written parental permission for emergency advice or treatment has not been obtained for all children. As a result, children's health may be compromised in an emergency.

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 on each child, to reflect an accurate record of their day with the childminder. Parents have added comments to children's learning journey records, so that they are fully involved with their children's learning. The childminder has a range of policies and procedures in place for most areas of her practice. However, there are no procedures available to parents should they need to make a complaint. The childminder exchanges information with staff of other settings minded children attend for consistency of their care and learning. Children take part in many local community events which supports their understanding on people's differences, the wider world and helps them to develop skills for the future. The childminder ensures that information on children's home language is sought from parents. This ensures that all children are included and their heritage valued and respected.

The childminder has implemented the Early Years Foundation Stage requirements well. She has put in place clear systems to support children's learning and development successfully. The childminder attend training to support and benefit children. She is keen to continue with her professional development by undertaking a higher level qualification. She has evaluated her practice and identified areas for improvement so her practice can be developed.

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 provided by parents is stored appropriately. The childminder has in place policies and procedures to effectively promote children's health and medical needs. Children have access to physical play each day. They are taken on walks to the park and are supervised when accessing the garden to promote their physical development well. Children are learning good hygiene routines as they wash their hands before eating. The childminder uses antibacterial hand gel to ensure children's hands are clean after playing in the garden. Children are taken on regular outings within the local community to develop their understanding on the world around them and their environment.

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 undertake a range of activities to support their knowledge on the beliefs of others throughout the year. Children have access to resources that reflect positive images on diversity to help develop their understanding on the cultures of others. Children experiment with volume and capacity as they fill and empty containers during sand play. The childminder writes out the initial letter of the children's name in the sand and they fill buckets and make castles on top. This supports children's hand and eye co-ordination and their knowledge on letters. Children ride bikes, run and balance on logs in the garden. This helps them to develop an understanding on maintaining their health through play and exercising in fun ways. The childminder interacts well with minded children to develop their speech and language skills. She sings rhyming songs that children join in with to help develop their memory, speech and language skills. Children choose books they enjoy and the childminder reads them stories. This develops children's interest in literacy and that the printed word carries meaning. Children plant seeds and vegetables to help them learn how to take care of plants. They water, collect when ready and can taste what they have grown. This helps children to learn about their environment and what foods they can eat to promote their health.

The childminder undertakes regular observations on children. She notes what they can do and have achieved. These show that children are receiving a broad and balanced range of play opportunities to support their ongoing learning and development. Their records are clearly linked to the six areas of learning and the next steps in their learning have been clearly identified. The childminder plans a range of weekly themes and topics for children to support and extend their learning. She provides children with challenge and supports their learning well so they are able to make good progress in their learning and development. Each child has their own plan to ensure that their individual learning needs are fully supported.

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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