

Inspection report for early years provision

Unique reference number	EY253848
Inspection date	16/05/2011
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 2003. She lives with her husband and children in Bury St Edmunds. The whole of the property is used for childminding. Accessibility to the premises is via a step. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than four may be in the early years age range. There are currently five 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 13 years. She is registered on the Early Years Register and on both the compulsory and voluntary 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.

The childminder walks to local schools to take and collect children. The family has two dogs, a guinea pig, hamster and fish as pets.

The childminder is a member of the National Childminding Association. She attends local toddler groups and childminding groups with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are successfully promoted as the childminder has a good understanding of their individual needs. A range of clear policies, procedures and most documentation are in place to fully promote children's safety and welfare. Children are fully supported through the close working relationships the childminder has developed with parents and other practitioners. The childminder has reflected on her practice and has identified areas for development to maintain continuous improvement to benefit children's learning and development. The childminder shows her commitment to her ongoing professional development through attending additional early years training.

What steps need to be taken to improve provision further?

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

- ensure that a record is kept on the all the emergency evacuation practices and include any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding with regards to safeguarding procedures to ensure that children's welfare is a high priority. She has attended safeguarding children training to develop her knowledge. Written policies clearly state the steps to take should she have concerns about the welfare of a child. The childminder has clear risk assessments in place for all areas and the equipment, for both inside and outside of the home. This reflects that the childminder is proactive in maintaining children's welfare and safety. Risk assessments for each outing are completed; ensuring children's safety is maintained when away from the home. The childminder ensures that the premises are secure and children cannot leave them unsupervised. Children practise the evacuation procedures on a regular basis, to help them develop the knowledge on how to keep safe in an emergency. However, there is no record of these kept in line with statutory requirements.

The childminder has developed close relationships with the parents of minded children. They exchange information each day on the children's day to day care needs and home routines. The childminder emails parents a daily diary on their child and includes photographs to reflect the range of activities they undertake when in her care. Parents reply to the emails, send text messages and regularly add comments to their children's Learning Journey records. This shows that they are fully involved with their children's learning. Children are taken on regular outings in the local community to support their understanding on people's differences, the wider world and to help them to develop their social skills. The childminder has some resources to extend children's knowledge on diversity and the beliefs of others. She has developed excellent relationships with practitioners of other settings that minded children attend. She sends a daily information sheet to the settings to obtain feedback on what the children are learning and exchanges information for consistency of care.

The childminder has evaluated her practice and has implemented clear systems to support the learning and development of children in the Early Years Foundation Stage well. She has clearly identified areas for development to maintain continuous improvement. Parents have provided positive written feedback and completed questionnaires on the care and learning that the childminder provides for their children. This can then be used to implement any changes or suggestions to improve her practice. The childminder has completed a Level three qualification in early years and has attended training on the Early Years Foundation Stage to develop her knowledge and ensure that children's learning and development is fully supported.

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

clear policies and procedures to effectively promote children's health and medical needs. Children have access to physical play each day. They are taken on regular outings to the park, activity centres and use the garden to promote their physical development well. Children are developing an excellent understanding around hygiene routines as they wash their hands before eating and after touching the family's pets. The 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. They are able to self-select resources from the wide range available which promotes their independence well. Children enjoy experimenting with the consistency of sand as they add water and mix it with the dry sand so they can build and create castles. Children have planted strawberries so they can care for the plants, pick and taste the fruit to help them learn about how things grow and their environment. Children's welfare, learning and development are successfully promoted as the childminder has a good understanding of their individual needs. Children ride on bikes and cars; they are able to move forward and backwards to develop their physical skills and mobility. The childminder interacts well with children to support their speech and language development. She understands what they say and responds appropriately to their gestures and babbling so their needs and interests can be met. Children draw and colour and make patterns in the sand to develop their dexterity and pencil control in readiness for writing.

The childminder undertakes regular observations on 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 clearly identified the next step in their learning to ensure that children continue to make good progress. The childminder provides a range of resources to challenge and support the different ages of children who attend and this enables them to make good progress in their learning. The childminder knows her children well and ensures that resources and activities meet their individual needs and interests.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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