

Inspection report for early years provision

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Inspector	ISP Inspection
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 1994. She lives with her family on the outskirts of Bury St Edmunds. The whole of the ground floor and one of the bedrooms on the first floor of the property are used for childminding. Access 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 five 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 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. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association. The childminder is able to take and collect children from local schools and pre-schools, and regularly attends local toddler and support groups with minded children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder fully supports children's welfare, learning and development and ensures that their individual needs are met well. She works closely with parents to gain a good understanding of all children's individual interests and needs. The childminder has a range of policies and procedures in place to promote children's health and fully support their learning and development. She has clear records and documentation for most procedures to ensure that children remain safe when in her care. The childminder is a reflective practitioner and has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- record details of evacuation drills, including any problems encountered and how they were resolved
- update the record of risk assessments to include any assessment of risks for each outing and trip.

The effectiveness of leadership and management of the early years provision

The childminder has clear procedures in place for safeguarding children; consequently their welfare is successfully promoted. She has all relevant information in place to support her knowledge and understanding of local procedures. The childminder has written risk assessments for all areas of the home and garden to ensure that there are no hazards accessible to minded children. She

reviews all areas visited when on outings so that children remain safe while outside of the home. However, there is no written record to show that all possible dangers have been identified. The childminder practises the emergency evacuation procedures with minded children so that they can develop awareness of safety measures, although there is no record of this.

The childminder has developed close relationships with parents of minded children. They exchange information each day on the children's day-to-day care needs and home routines. This helps children to feel safe and secure when in the childminder's care. The childminder also writes a daily diary on each child to keep parents fully informed about their day with her. Parents regularly add comments to children's diaries and to their learning journey records, to reflect their involvement with their children's learning. Minded children have begun to attend other settings; the childminder knows staff well and has clear lines for communication and exchange of information in place. This ensures that children receive consistent care and learning experiences.

The childminder has reflected on her practice and has fully implemented procedures to support the learning and development of children in the Early Years Foundation Stage. Parents have provided positive written feedback on the care and learning that the childminder provides for their children. This is used to implement changes to improve her practice. The childminder has completed a level three qualification in early years to develop her knowledge, so children's progress can be fully supported. She has sought advice on evaluating her practice and, as a result, has made a good start to identifying areas for development in order to support continuous improvement.

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

The childminder ensures that children are well cared for. Their nutritional needs are fully met as she obtains information on their dietary needs and respects parents' wishes. She ensures that food provided by parents is stored appropriately. The childminder has clear policies and procedures in place to promote children's health and medical needs. Children have access to physical play each day. They walk to school, are taken to the park and are supervised in the garden. These opportunities promote their physical development well. Children are learning good hygiene routines as they wash their hands before eating and after using the toilet. They are taken on regular outings within the local community to develop their understanding of the world around them.

The childminder organises her day and her home to allow children to move around freely and safely; they are able to freely select resources from the range available. Children undertake a range of activities throughout the year to support their knowledge of the beliefs of others. They also have access to resources that reflect positive images of diversity. Children choose books they enjoy and the childminder reads them stories. This develops their interest in literacy and shows them that the printed word carries meaning. Children have good thinking skills and imagination as they use equipment in the garden to create an enclosed den under the slide.

They enjoy listening to music and move to the songs that they hear. This helps to promote their balance and physical skills in a fun way. Children's physical skills are further developed as they use nets to catch butterflies that are blown into the air. Their understanding of numeracy is promoted as the childminder counts with the children how many butterflies they have each caught. Children's dexterity is promoted as they use roller ball paints to draw round their hands, and make shapes and hand prints. Children are developing good self-care skills as they are supported in handwashing after painting. They know that they need to rub their hands together to make bubbles, so the paint comes off. Children enjoy running outside in the garden. They ride bikes and climb up and down the slide to develop their strength and a healthy approach to exercise.

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 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

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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