

Inspection report for early years provision

Unique reference number	EY299401
Inspection date	08/12/2008
Inspector	Christine Ann London
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She lives with her two children aged four and seven years in a village near Lowestoft in Suffolk. There is a park, shops, local school and pre-school within walking distance and further facilities a short drive away. The childminder has use of a car to transport children. Children have access to all areas in the home which includes an enclosed back garden suitable for outdoor play. Access to the childminder's home is via one step directly from the pavement into the premises. The family have two dogs.

The childminder is registered to care for a maximum of four children at any one time and is currently minding seven children, all of whom attend on a part-time basis. Overnight care is not provided. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundations Stage (EYFS) and their welfare is generally assured. She works closely with parents and others to get to know the children well ensuring that their needs are met and that they make good progress. Children are treated as individuals by the childminder and are cared for in a homely environment enabling them to feel secure. They enjoy a good range and variety of planned activities and individual assessments are now being used to identify their next steps in learning. The childminder has started to use self evaluation to assess her development for the future.

What steps need to be taken to improve provision further?

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

- develop the current planning and assessments systems, in particular, the children's starting points to evidence they are making progress.

The leadership and management of the early years provision

Children's welfare is effectively promoted as the childminder keeps her knowledge and skills up-to-date by attending a variety of relevant training courses. She knows all the children in her care very well because she asks for detailed information from parents about their needs and organises her day around the children's routines. This ensures that children's individual needs are met. The childminder provides a good range and variety of both indoor and outdoor activities and outings which helps children make progress in their learning and development. She uses the EYFS to plan suitable activities for the children. She mostly keeps clear records and has written policies and procedures which support her in working effectively.

The childminder has sound systems in place for assessing risks and identifying hazards around her home, garden and for outings and she takes appropriate steps to minimise or eliminate risks to children. Children learn how to keep themselves safe, for example, the childminder uses the Green Cross Code for road safety. The childminder implements very good hygiene around the home to prevent the spread of infection and illness, therefore promoting children's health and well-being

The childminder has started to use self evaluation to identify her strengths and areas where she feels she can make improvements. Since the last inspection she has made changes to her documentation and has attended training to update her knowledge and skills. The childminder is well organised and has good relationships with parents and carers which enables children to feel secure and well settled. She regularly shares information enabling her to work closely with parents and others to meet children's on-going needs. She maintains good links with the local school and day care facilities. She values each child as an individual and plans appropriate activities, for example, ensuring a good selection of resources are available for the children to use. Children are protected from harm because the childminder has sound knowledge and understanding of safeguarding children. She has clear procedures to follow and parents are made aware of these.

The quality and standards of the early years provision

Children are making good progress across all areas of their learning and development. They are well supported by the childminder who has a clear understanding of the EYFS. She uses her knowledge of the children as individuals to help her plan fun and interesting activities for them to enjoy both indoors and out. Children's assessment records have been started and the childminder is beginning to use these to identify their next steps in learning and to ensure they progress. She shares these with parents and uses photographs along with written information to make these attractive and easy to understand. Any individual development needs of children can be quickly identified because information is regularly exchanged between the childminder and parents.

Children have very positive relationships with the childminder and respond well to her smiling and laughing as she talks to them. She positively promotes their language development and the younger children are starting to form words. Children learn about their local community as they are taken on regular outings, for example, to the shops and parks. They also visit the local beach and woodland areas where they collect leaves and shells for collage work. Children learn about keeping healthy. They enjoy daily opportunities for physical exercise and learn why this is good for them as they walk to school or go to the local park to run around and play. Children learn how to keep themselves safe through daily routines, such as learning about road safety as they walk to and from school. They know about fire safety and how to get out of the house safely as they have practised the emergency evacuation with the childminder.

Children enjoy selecting their own resources and choose from a wide range of toys and activities. Their independence is encouraged from selecting equipment to

taking care of their personal needs. Children are learning right from wrong and how to behave well as the childminder remains calm and is a positive role model. She is patient and praises children for appropriate behaviour and teaches them to be polite and show respect for others. The childminder shares information with parents on a daily basis, which enables them to be involved in children's care and learning. They have some suitable resources that help them learn about diversity and disability, such as play figures, dolls and books, which the childminder uses to promote discussions.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a qualification at a minimum of a level 2 in an area of work relevant to the childcare, or training in the core skills as set out in the document 'common core skills and knowledge for the children's workforce.' 31/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a qualification at a minimum of a level 2 in an area of work relevant to the childcare, or training in the core skills as set out in the document 'common core skills and knowledge for the children's workforce.' 31/01/2011