

Inspection report for early years provision

Unique reference number	EY330666
Inspection date	08/04/2009
Inspector	Deirdra Keating
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 2006. She lives with her husband and children aged five, 10 and 15 years in Bury St Edmunds, Suffolk close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of two bedrooms. She has a dog; two rabbits, one cat, a tortoise and gold fish.

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. She is currently minding eight children who are within the Early Years Foundation Stage (EYFS) years. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are all inclusively welcomed and make good progress in the Early Years Foundation Stage. The childminder's good knowledge of each child ensures that their uniqueness is recognised and all individual needs are fully met through the two-way sharing of information with parents. The childminder has written a thorough self-evaluation of her practice with clear areas targeted for improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the links with other provisions to include written permission from parents regarding the sharing of children's written records.

The leadership and management of the early years provision

The childminder provides quality care and motivating experiences for children. She has spent time writing a detailed self-evaluation and strives to improve her provision. She recognises the need to access further training in order to develop her knowledge and skills and continue to support her practice. Parents are given a comprehensive welcome pack including written policies to ensure they are fully informed about all aspects of the childminder's care. The childminder works extremely well with parents; daily diaries are used to give parents an overview of the child's care and activities during the day and flexible hours are tailored to meet the needs of the families and children who attend.

Children are fully safeguarded as all adults in the house have undergone checks to ensure they are suitable to be with children. The childminder understands her roles and responsibilities in protecting children from potential harm and has attended relevant training. The written policies reflect the childminder's individual practice and are implemented well by the childminder who undertakes written risk assessments to ensure children's safety is prioritised. Written consents are sought to ensure children are cared for in accordance with their parents' wishes, however, these do not include written permission to share children's learning records. The childminder has very good links with other local providers and has extended this to include sharing children's 'learning journeys' with initial verbal agreements from parents. These effective links with other provisions that the children in her care attend, has positive outcomes for the children, providing effective communication systems and extremely good continuity of care.

The quality and standards of the early years provision

Children are provided with many opportunities to help them make good progress across all areas of learning and development. The childminder has created an environment that is reassuring and comforting for all children. Children can make choices from the resources which are stored at a low-level. The equipment is eye catching and colourful encouraging children's learning and development. A small town scene set out on a low-level table supports children's imaginary play well, they use figures to develop characters and cooperate well together to develop their imaginary ideas. Children dress dolls and use a box of bags and purses to play shops. The childminder supports the children well by adding resources, for example, saucepans and spoons to enhance and extend their play. Children ice buns for one another's birthdays and decorate gingerbread men with icing. They are encouraged to count up to ten and beyond through everyday routines such as climbing the stairs and link letters to sounds using an alphabet floor puzzle. Children are motivated and interested to learn and subsequently are making good progress in their learning and development.

Children enjoy a healthy lifestyle as the childminder promotes outdoor play in her enclosed garden, takes children to the park and walking them to the local school. The childminder provides sandwiches, yoghurts and cooked meals made from fresh ingredients with fresh vegetables. Children all wash their hands and are starting to manage their own personal care needs well. Children's minor disputes are dealt with exceptionally well by the childminder who is extremely calm and uses skilful techniques of distraction and explanation with a firm and gentle manner. The childminder represents an excellent role model she is kind, respectful and quietly spoken. Children are learning to share toys, treat one another respectfully and gain new skills which will help them in later life.

The childminder has developed a genuine bond with children and offers a settled, close relationship, consequently, children are secure, happy and confident to try out new things. Babies respond very well to one to one time with lots of cuddles and reassurance. The childminder is intuitive and adept at tuning into children's needs. These skills enable her to observe children sensitively and respond appropriately to encourage and extend their curiosity and learning. The

childminder has developed learning journeys and has organised these well with observations linking areas of learning to future lines of development for each child. These are illustrated with photographs and shared very well with parents and other provisions that the children attend. A very good range of information is requested as children start. The childminder proactively seeks children's likes and dislikes from parents, this includes cultural food requirements and comfort items and enables the childminder to tailor sensitive care to the individual child's needs. The childminder has an extremely positive attitude to cultural and social diversity. Children celebrate a range of festivals and traditional days; this helps them to recognise their differences and start to learn about other parts of the world. This promotes an inclusive environment where all children are warmly welcomed, highly valued and made to feel part of the family.

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?	1
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?	1
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?	1
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:

- complete a qualification at a minimum of level 2 in an area of work relevant to childcare (Qualifications and training). 01/09/2011

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:

- complete a qualification at a minimum of level 2 in an area of work relevant to childcare (Qualifications and training). 01/09/2011