

## Inspection report for early years provision

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<b>Unique reference number</b>	251173
<b>Inspection date</b>	01/11/2011
<b>Inspector</b>	Moira Oliver

<b>Type of setting</b>	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 1998 and lives with her family on the outskirts of East Ipswich in Suffolk. The whole of the ground floor is used for childminding and there is an enclosed garden available for outside play. The family have two rabbits as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time. There are currently five children attending, four of whom are within the Early Years Foundation Stage and attend on a part-time basis. The childminder also offers care to older children and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association. She is able to take and collect children from local schools and pre-schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time with the childminder and make good progress through the Early Years Foundation Stage. They are happy, settled and build close relationships with the childminder and their peers. Children's welfare is promoted and they are safe, secure and learn to live healthy lifestyles. Children benefit because the childminder works closely with the parents and other settings they attend. She is dedicated to her role and endeavours to keep up-to-date with training, however, she has not been able to up-date her first aid qualification. This is a breach of welfare requirements. She has some systems in place to reflect on her practice and bring about further improvements.

## What steps need to be taken to improve provision further?

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

- ensure a current first aid certificate is maintained (Safeguarding and promoting children's welfare: also applies to both parts of the Childcare Register). 17/11/2011

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

- develop further the use of observation and assessment to identify children's next steps in their learning and development.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of her roles and responsibilities in protecting children from abuse and neglect. Clear policies and procedures support her and are shared with the parents. She has attended safeguarding training and is confident to put procedures into practice if necessary. The children are supervised at all times and the premises are secure, ensuring children cannot leave unattended. Thorough risk assessments take place on all areas of her home, ensuring hazards are minimised. Each outing is also risk assessed and she ensures that children are transported safely.

The childminder keeps her knowledge up-to-date by attending courses and workshops. She identified that her first aid qualification was due to expire in the summer. However, she had to wait for several months to be able to access a course; as a result she does not have a current certificate. She does however have a secure knowledge of the steps she would take in the event of an accident or emergency to ensure children's safety.

Documentation is organised and stored confidentially, enabling her to meet the needs of the children. She provides an inclusive and welcoming setting for all children and strives to share her attention between them fairly. She supports the children to understand and accept people's differing needs and uses a range of resources to promote discussion about similarities and difference. The childminder has begun to use self-evaluation to reflect on her practice, however, systems are not yet in place to form a clear action plan or identify how this will impact on improving outcomes for children.

The childminder works closely with parents and trusting, supportive relationships have developed. They chat daily and she shares photographs she takes of their children taking part in exciting activities within the setting. Close links are formed with the local nursery and pre-school and they share the children's Learning Journeys, ensuring children make good progress and receive a consistent approach.

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

Children are happy, settle well and are very much 'at home' in the childminder's company. They are affectionate with her and it is clear from the interactions that they are very fond of each other. The childminder provides high levels of care and attention and the children often involve her in their play. She keeps records on children's development in the form of Learning Journeys and photographs compliment the record. Children's achievements are recorded, however, these are not consistently used to identify and plan for the children's next steps in their learning and development.

Children confidently access the toys and equipment from those set out and help

themselves to others stored in the dining room. They are becoming independent and manage toileting and hand washing with only a little support. Children enjoy sharing books and enthusiastically complete the alphabet book, matching the letters as they put them on the correct pages. They point out characters in the stories and turn pages one at a time. They chat freely to each other, expressing their needs and asking questions. Children are showing an interest in writing letters and have many opportunities to use pens and crayons. They use a white board in the play house where they can practise making letter like shapes. Children confidently use number as they count the bunnies in the jig-saw puzzle and use mathematical language as they find the corners and edges of the pieces.

Children use their imaginations as they put the play people into the tree house, undress them and pretend to give them a bath before putting them to bed. They help to put a castle and pirate ship together and shut the pretend people in a cage, making voices for them. They have many opportunities to use a range of craft resources and enjoy cooking and baking. Babies use a range of musical instruments including rattle and bells which they enjoy shaking. Older children enjoy using the keyboard and other musical toys to express themselves.

Children are healthy and have lots of opportunities for fresh air and exercise. They explore the outdoors and their local environment as they regularly visit the park, heathland and woodland. They collect leaves and conkers in the autumn and enjoy playing in the snow as they experience the changing seasons. They are provided with a variety of healthy snacks and talk about foods that are good for them as they eat their lunch. They learn to keep themselves safe as they talk about road safety. She reminds them not to get too many toys out at once as they may hurt themselves if they stand on them or fall over them.

The childminder is calm and relaxed in her approach and uses simple, age-appropriate explanations to help the children to understand right from wrong. She treats them with respect and values them as individuals, providing a positive role model for them to follow. She knows the children very well and understands when they are tired and less willing to co-operate with their peers. She uses distraction or offers support, providing the attention needed for each child.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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:

- take action as specified in the early years section of the report (Qualifications and training). 17/11/2011

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:

- take action as specified in the early years section of the report (Qualifications and training). 17/11/2011