

Inspection report for early years provision

Unique reference number	251239
Inspection date	11/02/2009
Inspector	Sarah Johnson
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 1990. She lives in the small town of Hadleigh in Ipswich, Suffolk. The whole of the childminder's house is used for childminding, with the exception of the first floor. A secure enclosed garden is used for outdoor play activities. The childminder has two pet dogs, four cats and a mouse.

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 six children in this age group, all of whom attend on a part-time basis. She also offers care to children aged over five years to 14 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local primary school and pre-school. The childminder is a member of a local childminding group and attends weekly toddler groups and childminder groups with the children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides effectively for children in the Early Years Foundation Stage (EYFS), helping them to stay safe and make good progress in their learning and development. Children are confident and enjoy their time with the childminder as they have established warm, trusting relationships with each other. They enjoy a range of stimulating play activities, most of which are planned to meet the next steps in their learning. Important information is obtained from parents, enabling the childminder to provide children with an individual approach to their care. The childminder is in the early stages of developing her self-evaluation processes.

What steps need to be taken to improve provision further?

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

- engage in regular cycles of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will continue to improve the quality of the provision for all children
- develop the use of observations and assessments and use these to identify learning priorities and plan relevant and motivating learning experiences for each child.

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

- complete an appropriate paediatric first aid course by 23 March 2009 (Safeguarding and promoting children's welfare: also applies to both parts of the Childcare Register).

23/03/2009

The leadership and management of the early years provision

Children are cared for by a childminder who has completed a good range of training to ensure she has good knowledge and understanding to promote children's welfare, learning and development. However, the childminder has not maintained a current first aid certificate and consequently she potentially lacks up-to-date knowledge of how to best care for children when they have an accident. The childminder frequently liaises with other experienced childminders, ensuring she is well-supported and can share good practice ideas. A good range of clear written policies and procedures are implemented effectively in practice to promote children's safety and well-being. These policies are shared effectively with parents when their children join the setting and notices and photographs displayed around the home provide ongoing updates. The childminder encourages daily discussions with parents and invites them to join in with some of the outings she plans. Children experience good levels of supervision and individual attention because the childminder is careful to ensure she cares for an appropriate number of children at any one time, and she maintains clear daily attendance registers for each child.

The childminder has a good understanding of her roles and responsibilities in protecting children from harm. She has attended training relating to safeguarding children and has developed a well-written procedure for referring any concerns to relevant external agencies. Daily safety checks are carried out on all areas accessed by the children and also before embarking on outings, and these are recorded clearly to meet the EYFS requirement.

The childminder demonstrates a positive attitude towards improving the early years provision and has fully addressed the recommendations raised at the time of registration to improve her documentation and the organisation of the play space. However, systems to evaluate the provision are generally informal and are not used systematically to ensure outcomes for children are consistently built upon. A positive written policy is in place to promote equality of opportunity and inclusive practice for all children at the setting.

The quality and standards of the early years provision

Children benefit as the childminder has a good understanding of how children learn and develop through their play. She ensures that children are offered a welcoming, child-friendly learning environment, with good amounts of space to explore and spread out as they play with a wide range of resources. The childminder uses her good understanding of the EYFS to plan activities covering all areas of learning. Observation is used as a tool for recording children's progress, however, these are not always used systematically to identify learning priorities and to plan relevant learning experiences for each child. Good systems are in place to establish links with the other early years settings that children attend. For example, the childminder ensures that children's development records are passed on to these settings. The childminder understands that some children require additional

support to enable them to be fully involved in the activities she provides. For example, she works effectively with parents to implement advice from outside professionals such as a physiotherapist, and ensures that children's physical needs are fully addressed when planning activities.

Children are confident and happy in the childminder's care as they freely choose what they want to do and spend time forming strong relationships with the childminder and each other. For example, they cuddle up to the childminder when they are feeling tired and happily invite her to play an active part in their role play activities. Younger children bring the childminder plates of food that they have prepared in the imaginative kitchen, confidently telling her that they have cooked her an 'onion' and 'pepper'. Children enjoy interesting nature walks to search for minibeasts and visits to the local park and woodland areas, where they confidently master their climbing and balancing skills. For example, the childminder sensitively supports children to learn for themselves how to take safe risks as they climb trees. They have great fun being creative as they use paints, play dough and sticking materials at weekly toddler group and childminder group sessions. These social groups also provide good opportunities for children to establish close networks of friends and to develop skills such as turn-taking and sharing. As a result, they learn to play co-operatively together and are confident in linking up with the childminder for support when others are not being kind to them.

Children enjoy sociable snack and meal times when they join together to share a healthy diet. The childminder praises younger children when they eat two satsumas and offers a selection of prepared fruit pieces for children to enjoy. The childminder uses snack times to engage children in relaxed conversation and children happily talk about things that are happening in their lives.

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.	3

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?	3
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:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 23/03/2009

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:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 23/03/2009