

Inspection report for early years provision

Unique reference number	EY101535
Inspection date	24/10/2011
Inspector	Patricia Spencer
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 2002. She lives with her husband, adult child and one child aged 17 in a house situated in Carlton Colville, Suffolk. The whole of the ground floor is used for childminding, along with the second bedroom available for overnight care. There is a safe and secure rear garden for outdoor play. The family have a pet dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, three of whom may be in the early years age range. Children are taken for walks to local parks, shops and parent and toddler groups.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and benefit from a warm, clean and safe environment. A suitable range of toys and equipment are available to support the learning and welfare of the children. The childminder has most of the necessary documentation in place to ensure children's well-being is promoted. Appropriate information is shared with parents. The childminder is beginning to reflect on her practice through a process of self-evaluation.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 11/12/2011

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

- develop opportunities for children to express their own choices to foster both creativity and child-led play
- provide further opportunities for children to develop their knowledge and understanding of a range of cultural and religious differences
- develop knowledge and understanding of children's learning and development, ensuring their sustained progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. The childminder provides an environment where children are safe, secure and well cared for. She displays an appropriate knowledge and understanding of her responsibilities regarding safeguarding because she has undertaken training in this area. In addition, she holds a current paediatric first aid certificate. Adults living in the house are appropriately vetted, and the children are protected from those who are not checked. The childminder has a daily risk assessment routine, both in and out of doors, to ensure the home is safe for children. However, she does not keep a record of risk assessments, which means that she is not fully meeting the welfare requirements. Children are able to move freely and safely around the home; there is a stair gate, a padlock on the garden gates, and keys are left in locked outer doors to enable a swift exit in case of fire.

The childminder has an awareness of the Early Years Foundation Stage, and provides a reasonable range of appropriate toys to support aspects of children's learning. There are some books accessible in a box, and the remaining toys are displayed within easy reach of children. In addition, children can ask for toys that they wish to use as not all of these are accessible. Outside there are toys and equipment that support explorative development, including a playhouse and water play trough, with a range of equipment for pouring.

The childminder is at the beginning of the process of self-evaluation and has completed a self-evaluation form. She is aware of some broad areas she wishes to improve. However, the process is not sufficiently developed to enhance individual children's learning and development. The childminder is keen to attend more training courses to develop her practice further, leading to improved outcomes for the children. The childminder is not currently caring for any children with special educational needs and/or disabilities but is aware of the need to be vigilant in researching the needs of any child should the need arise.

The childminder has developed suitable partnerships with parents and carers. She gains knowledge of children's care needs and shares information with parents when they pick up their children. She is sensitive to the needs of working parents and gives them their child's diary on regular occasions to read at home. The childminder has links with other childminders informally and has found this a useful source of information sharing. She understands the benefits of working with other childcare providers and is planning to make links with the local children's centre and nursery.

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

The children are secure in the setting and are familiar with the routines as the childminder is aware of their needs. Children are able to move freely and safely around the setting because the childminder has ensured the environment for them

is safe. For example, the older and more able children can use the toilet independently, remembering to wash their hands drying them carefully on individual towels. The childminder uses praise to reinforce the children's knowledge and understanding of the need for hygiene. Children are beginning to understand about healthy choices, with fruit and drink regularly offered by the childminder. Children are able to go out in the fresh air for walks or to a playground most days. Younger children are securely seated in a pushchair, with older children holding on to the pushchair or the childminder's hand to ensure safety when walking outside. The childminder is aware of the importance of developing children's physical skills on these visits and walks, balancing this with a need for safety when exploring play equipment. This ensures that children develop their climbing skills within set boundaries, which enables them to feel and be safe. Routines for nappy changing are dealt with effectively and the childminder discusses arrangements and procedures for potty training with parents as appropriate. This contributes to promoting young children's health and well-being in the setting.

Observation and assessment does not inform planning for the next steps in learning and development for each child. However, their learning is promoted as the childminder encourages children to count to ten, to name colours, use naming words and to read age-appropriate books with her. They also have access to some technological toys, with support from the childminder, and are beginning to develop skills for the future in this area. However, opportunities for them to develop their knowledge of other cultures are limited. Also, chances for encouraging child-initiated talk are limited and children have few opportunities to develop their own play and to problem solve through everyday situations or to pursue new ideas. This means that their ability to discuss, think critically and ask questions is developed less well. Consequently, children are making inconsistent progress towards the early learning goals in all six areas of learning.

The children are well behaved in the setting as the environment created by the childminder is calm, caring and orderly. Consequently, the children feel safe and secure. Opportunities for learning about equality and to promote diversity are limited, which means that children are not always developing a respect for themselves and others. Equally, opportunities for children to explore their creativity are not always promoted, restricting their exploration and understanding of the properties of different materials, such as, sand, mud, water, gloop and paint. Children's learning and development needs are uneven because of a lack of focused observation linked to the six areas of learning in the Early Years Foundation Stage.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- put in place a written procedure for dealing with concerns and complaints from parents (Procedures for dealing with complaints). (also applies to the voluntary part of the Childcare Register) 11/12/2011

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 compulsory part of the Childcare Register (Procedures for dealing with complaints). 11/12/2011