

Inspection report for early years provision

Unique reference number	EY414964
Inspection date	07/02/2012
Inspector	Hazel Meadows
Type of setting	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.

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Description of the childminding

The childminder was registered in 2010. She lives with her daughter aged 17 years old in a house in Ipswich, Suffolk. There is one step to access the premises and the cloakroom is currently upstairs. A downstairs bathroom is under construction at the time of the inspection. With the exception of bedroom one, all of the home is registered. There is a fully enclosed garden for outside play. At the time of inspection, the garden was not in use due to the building of an extension. The family has no pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years of age 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 the early years age range, who all attend part-time. She also offers care to children aged over five years. The childminder supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The childminder is a member of the National Childminding Association (NCMA). She walks children to and from local schools and pre-schools and attends local toddler groups. She takes children to local parks and play areas and to nearby places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are relaxed and happy in this welcoming and child-friendly home-from-home. They are offered a suitable variety of play and learning experiences in the home and on outings and generally make satisfactory progress. The childminder's knowledge and application of the Early Years Foundation Stage learning and development requirements is limited, which impacts upon children's progress towards the early learning goals. The childminder establishes positive and trusting partnerships with parents and most procedures and documentation are in place to promote children's welfare and safety. She reflects on her practice to make some improvements but does not have a systematic method of self-evaluation to ensure areas for improvement are identified and addressed.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the Early Years Foundation Stage learning and development requirements, in order to identify individual children's learning priorities and plan relevant, challenging and

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motivating experiences to promote their progress towards the early learning goals (Educational Programmes).

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

- develop a systematic method of self-evaluation to highlight strengths and to identify and rectify any areas requiring improvement
- carry out regular evacuation routine practices with the children to ensure they are familiar with the procedure without being fearful
- improve links and communication with other settings the children attend to promote continuity of care, learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding issues and recognises her responsibilities to protect children from abuse. She has completed safeguarding children training and all adults have Criminal Records Bureau clearance. The childminder has a written safeguarding policy and local safeguarding information to refer to if she has concerns about a child. She has conducted a risk assessment of her home, which identifies most potential hazards and ensures that children's safety is paramount while building work is being undertaken in the back garden. She has suitable fire detection equipment, however, evacuation procedures have not been practised with the children. Therefore, they would not be familiar with the procedure in the event of an emergency.

The childminder has completed childminding training, however, her understanding and application of the Early Years Foundation Stage learning and development requirements is very limited. She recognises this is an area for improvement. She reflects upon her practice to make some improvements, but does not have a systematic method of self-evaluation. Consequently, some areas for development are not identified or addressed. The childminder's documentation is mostly well organised. Clearly written policies support her childminding and are shared with parents. She values children as individuals and has a positive and inclusive attitude and approach to diversity. She works closely with parents to meet and support any additional needs a child may have. A broad range of good quality toys and resources are easily accessible to the children.

The childminder develops very positive and trusting partnerships with parents. She gathers comprehensive details about the children on NCMA documentation and obtains signed, written parental consents to ensure children are cared for according to their parents' wishes. The childminder encourages frequent two-way communication, both verbally and via a daily diary, to promote the children's welfare. Written references, obtained from parents for the inspection, are very positive. Parents value her care and warmth with the children and her flexibility and reliability. They recognise that she has got to know them well as individuals

and their children look forward to their time with her. The childminder has some contact with other settings the children attend, who also deliver the Early Years Foundation Stage. However, this is primarily limited to exchanges about children's welfare and is not always used to enhance continuity of care and to promote the learning and development requirements. Contact with the local authority and other childminders is very limited.

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

Children are happy and comfortable with the childminder and her home. They are confident and relaxed, freely approaching and talking to the childminder and visitors. The childminder gets to know the children well as individuals and is caring and attentive to them. Babies clearly feel safe and secure with her and she freely offers comfort and cuddles to settle them when they are fretful. The childminder recognises the uniqueness of each child and encourages children to respect and value diversity. She ensures all children are included at their own level, for example, ensuring babies have access to books while she reads stories to older children. Children's appreciation of books is fostered through the varied and appealing selection available and frequent visits to the nearby library. The childminder ensures a good selection of age-appropriate toys is readily accessible in low-level storage. Additional resources are stored in a cupboard and older children can request any items they know to be available. Babies are encouraged to explore using all their senses. For example, they enjoy exploring pasta shakers, cardboard tubes and scouring pads. They practise physical skills as they have liberty to move between the rooms and pull themselves up on furniture.

Children are mostly well behaved while they are occupied. The childminder recognises that some children's attention fluctuates and supports them in managing their behaviour. For example, she gives them the opportunity to calm down away from the others for a short while. Children's behaviour and concentration improves significantly when their attention is focussed and interested by more challenging and engaging activities. They have an extended period of free play where they chose to act out favourite games using props, such as dressing-up clothes. As their interest wanes and the game lacks challenge, they gradually begin to play less purposefully. A cookery activity, later initiated by the childminder, engages the children as they measure and mix different ingredients for cheese biscuits. The childminder instructs the children what to do. However, several opportunities are missed to extend their learning, as few observations or explanations are offered and questioning of the children is very limited. They competently roll out the mixture and concentrate and persevere for a considerable time as they cut out different shapes. They are easily able to name and count the shapes without prompting.

The childminder sometimes uses her insight of children's capabilities and interests to inform future activities or resources. For example, she obtained some musical instruments as one child is interested in music. However, her limited understanding and application of the Early Years Foundation Stage results in very minimal

monitoring of children's progress towards the early learning goals and planning for individual children is limited. Consequently, activities sometimes lack sufficient challenge and interest and opportunities to promote children's learning and development are not fully exploited.

Children are becoming familiar with good hygiene practices and are usually encouraged to wash their hands before cookery activities or eating. A healthy diet is promoted, including snacks of fresh fruit and vegetables. Drinks are offered at regular intervals ensuring that children are well hydrated. Children have regular opportunities for fresh air and exercise, which promotes a healthy lifestyle. They walk to and from local groups and visit local parks and play areas where they develop their skills, coordination and confidence with larger play equipment. Outings are used by the childminder to help children learn practically about road safety. Children's routines are well maintained and supported in close cooperation with parents, for example, they are able to sleep and rest according to their individual needs.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2

The quality of the provision in the Early Years Foundation Stage

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

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Annex B: the Childcare Register

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