

Inspection report for early years provision

Unique reference number	EY365212
Inspection date	20/03/2012
Inspector	Debbie Kerry
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.

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 2007. She lives with her husband and children in Bury St Edmunds. The whole of the property is used for childminding. Accessibility to the premises is via a step. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two cats and a dog as pets.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder may work with an assistant who, on occasions agreed with parents, may have sole charge of minded children. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage are fully supported in the majority of different aspects by the childminder. She has clear procedures in place to promote children's safety. The childminder has developed good relationships with parents to help children feel safe and settled. She ensures that all children are included and have their individual needs met. The childminder has clearly implemented procedures to meet the Early Years Foundation Stage and most documentation and records are in place. She has evaluated her practice and has identified areas for development to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop opportunities for children to celebrate, recognise and develop an appreciation of diversity and the beliefs of others
- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has clear procedures in place to safeguard children and ensures that their welfare is successfully promoted. She has attended safeguarding children training to develop her knowledge and understanding on local procedures to ensure that children's welfare is a high priority. The childminder has written risk assessments in place for all areas of the home and garden to ensure that there are no hazards accessible to minded children. She has completed written risk assessments on all area visited when on outings so that children remain safe whilst away from the home. The childminder practises the emergency evacuation procedures with minded children so that they can develop an awareness of how to keep safe. However, this is not undertaken on a regular basis to ensure children are given regular reminders so their knowledge remains up-to-date.

The childminder has developed close relationships with the parents of minded children. This helps children to feel safe and secure when in the childminders care. They exchange information each day on the children's day to day care needs and home routines. Parents have completed questionnaires and written letters to the childminder giving her positive feedback on her practice and to ensure that they are fully involved with their children's care and learning. Several minded children attend other settings and the childminder has established clear systems to exchange information on their learning and development. She passes on written information in relation to their progress and next steps for consistency of care. Children undertake a range of regular outings within the local community which helps to support their understanding on people's differences, the wider world and helps them to develop their social skills. The childminder has written policies and procedures in place which are shared with parents to inform them about her practice.

The childminder has a good understanding of the Early Years Foundation Stage requirements. She has undertaken training to develop her knowledge of the requirements to support and benefit children. She has put in place clear systems to support children's learning and development successfully. She has reviewed her practice and has looked at areas for improvement so her practice can be developed further to maintain continuous improvement.

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

The childminder ensures that parent's wishes are respected regarding children's individual dietary requirements. She ensures that food provided by parents is stored appropriately. The childminder cooks a range of healthy foods for meals and has in place clear procedures to effectively promote children's health and meet any medical needs. Children have regular access to physical play; through walks to the park and by accessing the garden. They can access a range of large equipment to promote their healthy growth and physical development. Children are learning good hygiene routines as they wash their hands before eating and after accessing

the garden. The childminder treats the family's pets for fleas and worms regularly to ensure that children are protected from potentially harmful infections.

The childminder gives children positive praise for children's efforts which helps to promote their confidence and self-esteem. Children demonstrate good manners; they sit at the table to eat their lunch and are learning to share and take turns with resources. Children are good communicators as they chat confidently with the childminder. She extends their speech and learning through asking questions that also helps to promote their thinking skills. Children have good numeracy skills as they are able to count independently. Children are developing their problem solving skills as they count out how many sandwiches they have eaten and how many they have left.

Children are taken on regular outings each week to help develop their knowledge about the community where they live. This also supports their understanding of people's differences, the wider world and helps them to develop their social skills. The childminder has a range of resources to help children learn about the beliefs of others. Children also undertake some activities to help them to develop an appreciation of diversity and the beliefs of others, however, these opportunities are not fully explored. Children develop their imagination through recreating scenarios in the play house and accessing role play resources; they cook and make drinks for the childminder and each other. Children can climb, slide, ride and run in garden as they access bikes, a low slide and the large safety net enclosed trampoline in the garden.

The childminder undertakes regular observations on children in the Early Years Foundation Stage. She records the activities that they undertake and their achievements. Children's learning journey records are clearly linked to the six areas of learning to show that children are receiving a balanced range of play opportunities to support their ongoing learning and development. She includes photographs of children to reflect their achievements and individual experiences. The childminder has identified the next steps in children's learning to ensure that they are able to make progress in their development. As a result children make good progress in their learning and development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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:	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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