

Inspection report for early years provision

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Inspection date	26/03/2012
Inspector	Jane Tagg
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 2010. She lives with her husband and children aged two, eight and 12 years on the outskirts of Ipswich, Suffolk. The whole of the downstairs of the property is used for childminding. There is a fully enclosed two tier garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age group. The childminder is currently caring for one child in the early years age group, who attends on a full time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family has a dog as a pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare needs are promoted adequately because the childminder has implemented sound safeguarding procedures. The childminder collects relevant information from parents when the children start and provides them with ongoing updates in a diary and learning journeys, to maintain relationships and meet all children's individual needs. She is mostly evaluating her practice to identify strengths and weaknesses. For example, developing ways of assessing and planning children's learning and helping children to recycle materials. This gives her sufficient capacity to maintain continuous improvement to benefit all the children in their care.

What steps need to be taken to improve provision further?

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

- implement effective systems of planning and assessment to ensure children have experiences across the areas of learning and make consistent progress toward the early learning goals
- support children to investigate objects and materials to help protect their environment and increase their knowledge and understanding of the world

The effectiveness of leadership and management of the early years provision

Children are kept safe while in the setting as the childminder is experienced on child protection procedures and has the appropriate contact details available

should she be concerned about a child. All household members are suitably vetted and emergency evacuation procedures are in place. Children are also protected when using resources and all areas of the home, because of assessment of risks. For example, the dog is housed outside when children are minded. A range of policies and procedures inform parents about the provision and appropriate consents are in place.

The childminder is beginning to recognise her overall strengths and weaknesses. For example, she is beginning to produce learning journeys for parents so they can see the progress made by their children and involve them more in their children's learning. However, she does not yet have a formal method of planning for their learning, which means there are less opportunities for learning in some areas. She has implemented recommendations from previous inspections. This will ensure continuous improvement of her provision for the children's on-going benefit.

The childminder has sound knowledge about the Early Years Foundation Stage and uses this to support children in their learning, overall. Children are able to choose what they would like to play with, such as books, dressing up clothes or computer programmes and become independent in their learning. This enables children to make satisfactory progress in their development. The childminder forms positive relationships with parents so their wishes and children's individual needs, for example around sleeping arrangements and toileting care, can be maintained. Parents say they are reassured, knowing they are leaving their child with someone they can trust. The childminder informs parents daily about their child's activities and routines with a diary. She is beginning to use the learning journey so they can be more involved in their child's development.

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

Children are familiar and secure in the routines of the setting as the childminder is careful to meet their needs. Children are able to move freely and safely around the setting because the childminder ensures the environment is safe. For example, they are well aware where they can go in the setting and know how to use the toys and other resources safely. Children behave well as the childminder shows by example how the children should act, such as showing them how to be friendly to each other.

Children's good health is promoted by playing outside daily in the fresh air. They are given enough opportunity to develop physical skills by visiting the park and walks to the school. They visit the soft play area or play on the slide and swing in the garden to feel the effects of exercise on the body. Children are beginning to make healthy choices in food because they go shopping with the childminder and talk about healthy options, such as yoghurts, grapes and cheese. The childminder promotes a healthy hand washing routine prior to eating and after nappy changes.

Children are making steady progress towards the early learning goals because the childminder informally provides activities around their interests and needs. She

observes the children's play and generally identifies their next steps, in the learning journeys. However, their learning is potentially limited as she is not currently planning their development in a formal way. Children are mainly beginning to develop good language skills, as the childminder shows them books and teaches them songs and rhymes. They learn about numbers and colours through everyday activities such as cooking, shopping and building with blocks. Children find out about the wider world by playing outside and going on outings to the sea-life centre. The childminder treats all children and families with dignity and respect and provides opportunities so children can explore differences and similarities with others such as books, puppets and dressing up. The childminder is most confident when encouraging them to use their imagination in hands-on activities. Thus, the children continue to have fun by using their imagination through gluing, manipulating dough and painting. This also means that children are mostly learning appropriate skills for the future.

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
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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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