

Inspection report for early years provision

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Inspection date	23/08/2012
Inspector	Debbie Kerry
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2012. She lives with her husband and two children aged 11 and eight years in Beccles. The whole of the ground floor is used for childminding. Accessibility to the premises is via two steps. 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 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. There are currently five 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 to provide overnight care. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

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 good.

Children's welfare, learning and development in the Early Years Foundation Stage are fully supported by the childminder. She has clear procedures in place to promote the majority of aspects of children's safety. The childminder has developed good relationships with parents to help children feel welcomed 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 requirements and records are in place. The childminder has evaluated her practice and has identified areas for improvement 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:

- extend activities and play opportunities to ensure that children develop an appreciation of diversity and the beliefs of others
- update the record of risk assessments to include details of risks for each outing and trips.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding regarding safeguarding procedures to ensure that children's welfare is a high priority. She has attended safeguarding children training. Written policies clearly state the steps to take should she have

concerns about the welfare of a child. The childminder has clear risk assessments in place for both inside and outside of the home. This reflects that the childminder is fully committed in maintaining children's welfare and safety. She assesses the risk before each outing; ensuring children's safety is maintained when away from the home. However, these are not all recorded, although, this has no impact on children's safety. The childminder ensures that the premises are secure and children cannot leave them unsupervised. Children practise the evacuation procedures on a regular basis. This is effective in helping them to develop the knowledge on how to keep safe in an emergency.

The childminder has developed close relationships with parents of minded children. This helps children to feel safe and secure when in the childminder's care. They exchange information each day on the children's day-to-day care needs and home routines. The childminder shares children's learning journey records with parents and they highlight what their child has achieved at home. This reflects their commitment to being fully involved and supporting their children's learning. Although none of the minded children currently attend other settings, the childminder is fully aware that when children start systems to exchange information for the consistency of their care and learning can be established. Children are taken on regular outings within the local community to develop their understanding on the world around them and their environment. Children have access to resources that reflect positive images on diversity to help develop their understanding on the cultures of others. However, they undertake a limited range of activities to support their knowledge on the beliefs of others. Resources are set out in the conservatory and the childminder ensures that they are easily accessible to all children. This allows children to make choices and helps to promote their independence.

The childminder has completed a review of her practice and has implemented clear systems to support the learning and development of children in the Early Years Foundation Stage well. She has clearly identified areas for development to maintain continuous improvement. Parents have provided positive written feedback and contributed to their children's learning journey records. This reflects their support and involvement with their child's early education and this can then be used to implement any changes or suggestions to improve the childminder's practice. The childminder has completed the local authority rating form to ensure that her practice fully promotes children's ongoing learning and development.

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

The childminder ensures that children are well cared for and their nutritional needs fully met as she ensures that food provided by parents is stored appropriately. Menus for the week are displayed and she encourages children to try fruit and vegetables at snack and meal times to develop their understanding on choosing healthy options. The childminder ensures that children's dietary needs are fully met and she has been given a five star food rating from the Environmental Health Department for the facilities in the home. She has in place a range of policies and procedures to fully promote children's health and medical needs. Children have

regular access to physical play; they are taken on walks to the park and can access the garden to promote their physical development well.

The childminder organises her day and her home is arranged to allow children to move around feely and safely and they can self-select resources from the range available. Children play card games with each other to support their thinking and turn taking skills. Children are given clear, consistent guidelines on expected codes of behaviour to help them behave well. Children play ball games with the childminder. This helps them to develop an understanding on maintaining their health through play and exercising in fun ways. The childminder interacts well with minded children to encourage their speech and language development. She monitors the facial expressions and gestures of younger, pre-verbal children to ensure that she can understand and meet their needs well. Children access role play resources to support their imagination. They explore push button and pop up toys and tills as they experiment with cause and effect and this helps to develop their understanding on basic technology. Children have space to move around and younger children can pull themselves up on equipment to help develop their balance and strength in readiness for walking.

The childminder undertakes regular observations on children in the Early Years Foundation Stage. She records the activities they do and what they have achieved. The childminder uses the Development Matters documentation to link the observations to the six areas of learning to show that children are receiving a broad and balanced range of play opportunities. This also shows what they have achieved and their ongoing progress for their learning and development. She has evaluated their progress and has clearly identified possible lines of development in their learning to ensure that children are fully supported in making good progress in their 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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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