

Inspection report for early years provision

Unique reference number	201979
Inspection date	03/02/2009
Inspector	Lynn Denise Smith
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the childminding

The childminder was registered in 1993. She lives with her husband and two children aged 14 and 16 years in Harwich. The whole of the ground floor of the childminder's house and the bathroom on the first floor are used for childminding and there is a fully enclosed garden for outside play. The childminder walks to the local school to take and collect children. She attends the local parent and toddler group, takes children to the library and to the park. The childminder has regular links with other local childminders.

The childminder is registered to care for six children at any one time and is currently minding nine children, who attend on a full and part-time basis. Eight of the children are within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years to 12 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has three pet cats.

A low step to the main door provides access to the premises. The childminder provides parents with a written portfolio which details her service and written policies.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A secure knowledge of each child's individual needs enables the childminder to promote all aspects of their welfare, learning and development effectively. Children's safety is assured through regular risk assessments indoors and for outings. Children play, learn and are cared for in an inclusive and welcoming setting. Effective partnerships with parents contribute towards children making good progress in all aspects of their life and effective procedures for reviewing and monitoring the provision provides the childminder with priorities for improvement and plans for the future.

What steps need to be taken to improve provision further?

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

- continue to develop links with other settings providing for the EYFS.

The leadership and management of the early years provision

Children's individual needs are expertly promoted by an experienced and caring childminder. She shows commitment to updating her childcare knowledge through training and regularly meets with other local childminders to discuss current practices.

Superbly produced records and documentation provide parents with opportunities to share clear and concise information about their children with the childminder. The information is used to inform her practices and develop a clear starting point for children's learning. Extremely effective written policies and procedures support the childminder's practices and provide accurate information about her services for parents. The childminder is developing procedures for reviewing and monitoring her provision to enable her to identify areas for improvement. Links formed between the childminder and parents are extremely strong and the childminder is beginning to develop links with other settings. For example, through daily diaries which are transported between the childminder and nursery via the children's parents.

Effective procedures ensure that all adults living on the premises are appropriately vetted and checked. Children are well-protected from potential harm as the childminder demonstrates a sound understanding of her responsibilities with regards to protecting the children in her care. Daily safety checks carried out by the childminder ensure that the premises are safe and ready for the children's arrival each day. Weekly risk assessments ensure that all aspects of the property indoors and outdoors are safe and well-maintained.

The quality and standards of the early years provision

Children's learning, development and welfare are effectively promoted through the childminder's clear policies and well-organised practices. Their individual needs and interests are recognised and actively met by a caring and committed childminder. Children's understanding about keeping safe and healthy is fostered by the childminder encouraging them to follow good hygiene practices and consider each other's safety, for example, they regularly practice evacuating the premises in an emergency. Children enjoy being active, they participate in outdoor play in the childminder's garden, when they go for walks in the local area and when they visit parks and playgrounds. Children make informed choices over their snacks and meals as the childminder offers them a selection of fillings for their sandwiches and asks them which fruit they would like.

Children play and learn in a well-organised and stimulating environment. They move freely between the lounge and dining room making use of the clear floor space available to them as well as the table for creative or intricate activities. They actively self-select toys and resources from the range presented for them each day. The childminder is developing a visual choice book which will show each of the toys available and provide children with even greater choice.

Minded children are very settled and content, they confidently chat to each other and clearly know the daily routine, informing the childminder what they would like to do for the rest of their day. Children's home backgrounds and starting points are shared with the childminder when the children's parents come to meet her. The childminder is fully committed to providing an inclusive and welcoming service to all of her children and families. She acknowledges their differing needs and encourages children to develop a greater understanding about each other through

relevant activities, festivals and celebrations. Parents are encouraged to play an active role in their children's learning by taking their learning journals home to view. Links with other settings providing for children within the EYFS are beginning to develop to provide a consistent and coherent approach to their early childhood experiences.

Children enthusiastically participate in an exciting range of activities which help them to make progress across all six areas of learning. They are confident talkers and even the youngest children communicate proficiently, superbly guided and supported by the childminder. Children enjoy being creative, they burst into spontaneous song throughout the day and accompany their songs with actions. They enjoy role play and have fun cooking meals from the set of knitted foods portraying everything from chips to cups of hot chocolate. Children explore nature when they go for 'worm hunts' and collect natural materials to make collages with. Extremely well-considered systems for recording children's progress through observations and photographs plots the each child's progress and identifies their next steps. Clear planning provides the childminder with an overall range of weekly activities, however, she is happy to be guided by the children and effectively records activities which have been child-led in her daily diary.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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:	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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.