

Inspection report for early years provision

Unique reference number	250711
Inspection date	28/01/2009
Inspector	Moira Oliver
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).

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 has been registered since 1999 and lives with her family in village near Felixstowe. The whole of the ground floor of the property is used for childminding and there is a fully enclosed garden for outdoor play. The children access the upstairs for the toilet and occasional sleeping. There is level access to the premises. The family have two dogs and a rabbit as pets.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age range and two over eight years. She is registered on the Early Years register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder walks or drives to local schools to take and collect children and takes children to the local play areas, parks and the beach.

The childminder is qualified to a Level 4 in childcare. She is a member of the National Childminding Association, a committee member for the Eastern Region and regularly attends their conferences. The childminder is also the chairperson of the Felixstowe and District Childminding Group.

Overall effectiveness of the early years provision

The childminder offers exceptionally high standards of care and education provision for the children. The environment is carefully created to provide a welcoming and stimulating place where children learn through play and develop independence and self esteem. Children are safe, secure and well protected and their individual need are met. They benefit from the childminder's extensive knowledge of childcare and she works closely in partnership with parents to promote inclusive practice. The childminder strives to improve her practice to benefit the children ensuring there are effective systems in place to monitor and evaluate.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend hygiene procedures further to minimise the spread of infection, this refers to hand washing before snacks and the disposal of tissues
- continue to develop links with other settings delivering the Early Years Foundation Stage, to identify and gain knowledge in how they extend older children's learning.

The leadership and management of the early years provision

The childminder keeps up-to-date with developments by attending a wealth of training courses, workshops and reading widely from a range of literature. Clear, well organised documentation supports her to provide a high level of care and education for all children. Parents are well informed about all areas of the provision and contribute to their children's development through daily diaries and comments which are transferred into the children's detailed developmental records. These records support the childminder to build a clear picture of the child's achievements and capabilities and to effectively plan the next step in their development.

Children are protected in a safe and secure environment and the childminder has an excellent understanding of her roles and responsibilities in safeguarding children. The childminder organises her home to ensure that it is very safe and child-friendly and children can access the areas, toys and equipment safely. She works directly with the children, supporting them in their play and ensuring that they receive a high level of attention and are always under her supervision. The days are filled with exciting activities and outings where children meet and socialise with others and explore their local environment and surrounding areas.

The exceptional high quality care is a result of the childminder's dedication to her role and her interest in learning all she can about childcare. She is continuously developing new skills and ideas, building on her good practice. She has identified the need to learn more about the systems schools and nurseries have in place for teaching phonics, writing and numeracy. She will work to develop this area and build closer links with other providers offering the Early Years Foundation Stage.

The quality and standards of the early years provision

Children flourish in the child-centred, stimulating environment. They are recognised and valued as individuals and the childminder gets to know them all well. She is understanding of their emotional and physical needs as she rocks them to sleep when they are feeling under-the-weather. Children are happy, relaxed and comfortable with the childminder, they involve her in their play and chat and smile at her. They make choices and explore the resources, pushing cars along making the engine noises. They mimic adults as they use a toy telephone and chat away happily as they walk around with it. They enjoy quiet times with the childminder and other children as they sit and share a number rhyming book, pointing at the pictures and making sounds for the animals. They have many opportunities to mark-make as they play in sand and in finger paints and older children enjoy writing Chinese symbols. They take part in a range of well resourced and investigated celebrations such as Chinese New Year and Thanksgiving and enjoy making different food dishes and exploring craft ideas such as lanterns and painting plates.

Children visit a range of places including the zoo, parks, the beach and regularly visit the forest. The childminder's interest in nature and the work of Forest Schools provides stimulating activities where children explore, climb, carryout bark rubbing

on the trees, look for insects and enjoy the space the outdoors provides. They learn to care for animals with the childminder's own pets and photographs show pictures of children petting animals on a visit to the zoo. Babies and toddlers are provided with a range of equipment to promote their physical development. For example, they use a range of push-along toys to promote walking and enjoy swimming, kicking their legs to propel themselves. Children are creative, older ones can access the dressing-up and role-play items and the younger ones enjoy music and singing, giggling when tickled in the rhyme 'Round and Round the Garden'.

The childminder observes the children's play and records interests and achievements to support her to plan for their future learning. For example, a young child's interest in collecting and filling up a bag was extended by providing more items and containers for him to continue with this 'schema'. Records link closely with the Early Years Foundation Stage and clearly show progression.

Children's welfare is promoted well. Children are safe and secure and cannot leave the premises unsupervised. They learn to keep themselves safe through joining in with fire drills and learning about road safety. The childminder is vigilant and ensure hazards to the children are minimised. For example, an extremely thorough risk assessment has been carried out both in the home, garden and on outings. Meals and snacks are healthy and children have opportunities to grow, harvest and prepare their own vegetables on the childminder's allotment. Older children learn the importance of hygiene as they routinely wash their hands before handling food. However, younger children's hygiene is not effectively promoted as they do not always have clean hands when they eat their snacks and tissues are not disposed of immediately when used to wipe children's noses.

Children behave well. They are learning to share the toys and equipment and the childminder's attention. They are valued as individuals and treated with respect, promoting kindness and consideration through role modelling.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
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?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

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.