

Inspection report for early years provision

Unique reference number	250791
Inspection date	12/02/2009
Inspector	Deirdra Keating
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 was registered in 2000. She lives with her husband and children aged two and six years in Framlingham, Suffolk close to shops, parks, schools and public transport links. The childminder's home is situated on a residential estate. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. She has a pet dog and cat.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children who are within the Early Years Foundation Stage (EYFS). She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy and settled in the cosy, friendly environment of the childminder's home. Their individual needs are respected and catered for by the strong promotion of inclusive practice, working with their parents and other provisions. They all make good progress in their learning and development, and are supported extremely well through the good range of experiences and activities that the childminder provides. The childminder carefully monitors her provision demonstrating a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- identify training needs and update knowledge using training made available by the local authority and other sources.

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission at the time of the child's admission to seek emergency medical advice or treatment.

13/02/2009

The leadership and management of the early years provision

The childminder provides an inclusive service using a dynamic and proactive approach and conscientiously evaluates her practice. Self-evaluation clearly identifies targets for further improvement and the childminder shares support and guidance from other childminders within her local network. The childminder is well qualified and uses her experience to organise routines and activities that meet children's individual needs well. However, she would like to develop her knowledge of the Early Years Foundation Stage to give her more confidence. The childminder has created good systems of communication with parents which keep them well informed about their child's progress. She has professional working relationships with parents to plan for children's progression and support their development. She has also extended this to other providers that children attend to ensure that communication systems are in place to promote continuity of care.

Written policies and procedures are maintained to ensure children's ongoing welfare and care. Minor accidents are all recorded and most written consents are sought to ensure children's ongoing health and safety prior to admission. However, the childminder has not included permission for emergency medical treatment and advice which could compromise children's safety. Children are cared for in a safe environment where all adults in the house have undergone checks to ensure they are suitable to be with children. The childminder understands her roles and responsibilities in protecting children from potential harm and has relevant and up-to-date information and training.

The quality and standards of the early years provision

The children are settled and confident and have developed close relationships with the childminder who provides a good balance of activities for them using her knowledge of their individual interests and likes made from observations of their play. She plans experiences that are motivating and in line with their interests. Children learn about the wider world and other cultures and beliefs through the acknowledgment of celebrations from around the world. They develop a sense of community as they learn about different festivals at the local Chinese restaurant, which they visit for a celebration of the Chinese New Year. They make crafts that are linked with topical and seasonal events; these are displayed on the wall giving children a sense of belonging and pride. Children's achievements are encouraged enthusiastically by the childminder who sits on the floor providing tactile and tailored support as she encourages children's increasing independence. Children practise their early steps and negotiation of space around the childminder's home; they feel confident in the environment and are willing to try things out, knowing that their effort is valued. The environment is well organised, resources are rotated to maintain interest and the house is cosy, clean and welcoming. Children enjoy freshly cooked meals that they help prepare along with healthy snacks. They walk to local schools every day gaining exercise and fresh air.

The childminder is strongly committed to the principles of equality and diversity and values each child as an individual. Consequently, children treat one another

with respect ensuring that all children and families feel included, safe and valued. The childminder knows the children very well, catering for their individual needs and making informed observations of their development; she successfully uses observations to assess children's abilities and plans for their next steps in learning which she records in their 'learning journeys'. These are detailed and individual giving clear details of children's achievements and prioritising children's next steps in learning. They are shared well with parents enabling them to support children's learning well at home.

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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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 registration or 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.