

Inspection report for early years provision

Unique reference number	250880
Inspection date	16/04/2009
Inspector	Sarah Johnson
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 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 1988. She lives with her husband in Ipswich, Suffolk. The whole of the ground floor of the childminder's house is used for childminding and a secure enclosed garden is used for outdoor play activities. The premises is accessed via the front entrance which has two steps and there are toilet facilities on the ground floor. The family has a pet cat.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of four children under eight years may attend the setting at any one time, and of these, no more than three children may be in the early years age range. There are currently four children attending on a part-time basis, all of whom are within the Early Years Foundation Stage (EYFS) years. Children live in the local area and some also attend sessions at a nearby nursery. The childminder also offers care to children aged over five years, both before and after school, and during school holidays.

The childminder escorts children to and from the local primary school and attends several social groups with the children on a weekly basis. The childminder currently supports a number of children who are learning English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and very settled in the welcoming and inclusive environment of the childminder's home. Partnership working with parents is effective, ensuring that relevant information is gathered to enable each child's individual needs to be met. Children are offered appropriate additional support which is tailored to their developmental needs, helping them to make sound progress in their learning and development. The childminder is in the early stages of developing systems to evaluate her practice.

What steps need to be taken to improve provision further?

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

- update the safeguarding children policy to reflect Local Safeguarding Children Board (LSCB) local guidance and procedures
- consider using a wider range of quality improvement tools to develop the self-evaluation processes further.

The leadership and management of the early years provision

Children have their care needs well met because the childminder works in partnership with parents, sharing information about their children's individual

routines and ensuring that these are planned for at the setting. For example, the childminder is aware of significant events that happen in children's lives at home, such as the arrival of new siblings, and is mindful to celebrate these events with the family. The childminder is friendly and approachable, ensuring that parents feel comfortable in their daily discussions with her and some parents welcome the daily diaries that the childminder has completed for their younger children. The childminder has forged sound links with the other EYFS settings that children attend, sharing the children's assessment records and ensuring information is passed on about children's individual routines. The childminder uses this information to ensure children are supported at a steady and consistent pace.

Children are effectively protected from the risk of harm or neglect. The childminder has good knowledge and understanding of child protection issues and has developed secure procedures for dealing with any concerns that may arise. Although the childminder has established a clear written safeguarding children policy, this does not fully reflect the Local Safeguarding Children Board (LSCB) local procedures in relation to dealing with allegations of harm or abuse made against the childminder or any other member of the household. Children are cared for in a safe and secure environment where the childminder ensures that they are supervised closely at all times. Thorough daily risk assessments are carried out in the home to minimise any potential risks to the children's safety and these are recorded and reviewed regularly to meet the EYFS requirement.

The childminder takes some time out to reflect on the service she provides and has given some consideration to areas for development, such as improving the resources available for children in the garden. However, systems to evaluate the provision are generally informal and a wider range of tools, such as the Ofsted self-evaluation form, are not being used to ensure all areas of the provision are continuously reviewed and the views of others are purposefully considered. The childminder has addressed the recommendations raised at the last inspection sufficiently well, resulting in clear improvement in the records she keeps in relation to administering medication and written agreements with parents.

The quality and standards of the early years provision

Children are confident and happy in the care of the childminder. They choose how to spend their time, selecting from a range of resources and toys which facilitate their learning and development. The childminder uses observations to assess children's abilities and plan for their next steps in learning, which she records in their learning journey folders. These are meaningful and individual to each child, giving clear details of their achievements and progress towards the early learning goals.

Children form strong relationships with the childminder, cuddling up to her when they are feeling tired and eagerly inviting her to join them on the sofa to share books. They seek out her support when others are struggling to share toys with them, and the childminder responds calmly by offering alternative resources and positively reminding younger children that it is kind to take turns in their play. Children are beginning to develop positive impressions of diversity through

spontaneous discussions about people with disabilities, and whilst talking about how Christmas is celebrated in other countries. Daily opportunities are planned for children to be active outside in the fresh air and their physical experiences are extended as they take walks along the river and enjoy regular outings to the local park.

The childminder is interested in what children say and do and gets down to the children's level to support them in their play. For example, she joins in with their imaginative play, taking on the role of the customer as they serve her at the cash till. Support for children who are learning English as an additional language is a key strength as the childminder clearly values linguistic diversity. She takes time to learn key words in the children's home languages and supports their use of English through repetition and skilful interpretation of their body language. Consequently, children feel very confident in using English in the setting and feel valued as the childminder is able to respond appropriately to their requests. Children's learning is extended further as the childminder begins to introduce them to the sounds of familiar letters as they write their names on their finished drawings.

Parents are sensitively encouraged to provide healthy meals which are prepared safely and hygienically by the childminder in the clean environment. Children are able to access the toilet facilities independently and are generally reminded of the importance of washing their hands after using the toilet and before eating their snacks. Healthy eating is encouraged at the setting, for example, children who are reluctant to eat fruit are praised for eating an apple. Children develop an understanding of how to stay safe when the childminder explains that they might choke if they walk around whilst eating and she helps them to understand why it is important to be aware of the traffic whilst out walking.

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.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
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?	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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