

Inspection report for early years provision

Unique reference number	251152
Inspection date	10/03/2009
Inspector	Hazel Meadows
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 1992. She lives with her family in a house in east Ipswich. There is one small step to access to the premises. The whole of the ground floor is used for childminding activities and the bathroom is upstairs. There is a fully enclosed garden for outside play. The family has one cat.

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. Overall, she is currently minding six children, who mostly attend part-time, of whom two are in the early years age range. She also offers care to children aged over five to 11 years. The childminder supports children with learning difficulties and/or disabilities and children for whom English is an additional language. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

She takes and collects children to and from local schools, attends a local childminding group and toddler groups and takes the children to local play areas and the library.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder is caring and attentive to the children and provides a safe, stimulating and welcoming play environment. She knows the children in her care very well as individuals and has a positive and inclusive approach. The childminder develops sound partnerships with parents and most documentation is in place to support the welfare of the children. She has attended several workshops concerning the Early Years Foundation Stage (EYFS), however, she has not established a method of monitoring children's progress through the EYFS and is not fully aware of the EYFS requirements. She does not systematically review her practice to identify and prioritise areas for improvement.

What steps need to be taken to improve provision further?

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

- develop opportunities to work in partnership with parents and other providers delivering the EYFS to promote continuity and progression
- develop knowledge and understanding of the Early Years Foundation Stage (EYFS) and utilise support from the local authority, in order to fully put into practice the requirements of the EYFS
- develop the use of self-evaluation to identify current strengths and priorities for development.

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

- carry out a full risk assessment for each type of outing and maintain a record, clearly stating when it was carried out, and review as required (Safeguarding and promoting children's welfare) 24/03/2009
- undertake systematic observations and assessments of each child, to identify learning priorities and plan the next steps to help them progress towards the early learning goals (Assessment Arrangements) 10/04/2009

The leadership and management of the early years provision

The childminder has a secure knowledge of child development and organises her resources and time well to support children in her care. She has a positive attitude to diversity and is inclusive in her approach towards all families, valuing children as individuals. She recognises her role and responsibilities to safeguard children and is clear of the policies and procedures to follow should she have concerns about a child. She has updated her training as required and has attended three separate workshops regarding the EYFS. However, she is not fully familiar with the requirements of the EYFS and has not implemented any systems of observation and assessment to monitor and plan children's progress towards the early learning goals. She has copies of Suffolk County Council's Learning Journeys but has not started using these or shared them with parents for their contributions. She has good knowledge and practise of keeping children safe within the home and when they are on outings but has not maintained any risk assessments for outings as required. The childminder does not systematically evaluate her own practice to identify and act upon priorities for improvement. Consequently, these omissions affect some of the inspection judgements.

The childminder develops positive partnerships with parents and works cooperatively with them to meet children's individual needs. She encourages a regular exchange of information with parents to promote continuity of care. The childminder gathers essential information from parents regarding their child to promote children's welfare and ensure their individual needs are met. Most records and documentation, such as accident records and attendance registers are in place to support the care of the children and the childminder is beginning to write some of her own policies, which are shared with parents.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. They develop friendly relationships with the childminder, which helps promote their confidence and self-esteem. She organises her day around the children's routines and provides them with a balanced range of activities both at home and on visits. For example, they regularly attend local parent and toddler and childminder groups, which provide good opportunities for children to broaden and develop their social skills. Children's behaviour is generally very positive and minor skirmishes are managed calmly and fairly by the childminder. She is consistent in her approach, to promote children's

understanding of right from wrong and a consideration for others.

The childminder provides a suitable range of toys according to the interests and abilities of the children attending. These are stored in an under stairs cupboard which the children can freely access, making their own choices and selections. Some of the toys and activities positively reflect diversity, for example, a wooden drum and Chinese fans made by the children over Chinese New Year. The childminder embraces and values differences and encourages children to appreciate diversity. She displays examples of text from a bilingual family, in both of their languages, under pictures of various animals, which the children recognise as Daddy's and Mummy's writing.

Children enjoy a variety of creative activities including playdough, sticking and painting and develop new skills, such as using scissors with increasing competence. Examples of their progressive efforts are displayed on the wall, helping them to feel valued. Some children enjoy going bare foot in the sand pit and the childminder sensitively encourages uncertain children by using a favourite toy to introduce them to the new texture. She utilises opportunities to help develop their numeracy and problem solving skills, such as holding a child up to press the buttons on the microwave and counting the seconds with them. Children are confident communicators and use a broad range of vocabulary as they play.

Children learn the importance of good hygiene from an early age, for example, they know the routine of washing their hands before snacks or meals. Parents provide most of the children's meals and snacks but healthy choices are promoted by the childminder and she offers healthy snacks such as fruit and ensures children have regular drinks. Children have regular opportunities to experience fresh air and exercise while walking to and from local groups and they relish playing in the garden. Children happily take the range of props such as saucepans outside to support their imaginative role play. The childminder is watchful of the children and offers props to support and extend their play, for example, a rug which is warmer for the children to sit on and have a pretend picnic. They sometimes visit local parks and play areas, where they can develop their skills and confidence playing on larger equipment and attend a rhyme and movement session at their local library.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.