

Inspection report for early years provision

Unique reference number	251198
Inspection date	16/02/2011
Inspector	Lynn A Hartigan
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1989 and lives with her husband and one adult child. The childminder lives in Kesgrave in Suffolk. The whole of the ground floor is used for childminding. There is an enclosed garden for outdoor play.

A maximum of six children under eight years may attend at any one time, all of whom may be in the early years age range. The childminder is currently caring for 12 children on a part-time basis. The childminder is also registered to work with an assistant.

Care is also offered to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make steady progress through the Early Years Foundation Stage and the provision for their welfare is met to a good standard. Children are happy and settle well as the childminder ensures they have fun and are able to learn within an inclusive and safe environment. Some good opportunities are in place to effectively communicate with parents and other settings children attend, which ensures continuity of care. Most policies and procedures are regularly reviewed and readily available for parents. A systematic way of recording each child's observations and children's next steps is still being developed. Some effective systems are in place for self-evaluation that ensures a good standard of care is offered at all times.

What steps need to be taken to improve provision further?

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

- improve the information provided for parents to promote a shared understanding of the care provided, this refers to the provision or regularly updated policies and procedures in relation to safeguarding, complaints and evacuation procedures
- ensure robust systems are in place to record accidents and medication given
- use information gained from observations consistently when planning for children's next steps in their learning and development towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a good understanding of child protection issues and refreshes her knowledge through attendance at safeguarding training courses. She is aware of the possible signs of abuse and understands the procedure to follow if she was to have concerns about a child in her care. However, policies with regard to safeguarding and complaints are not readily available for parents or frequently reviewed to ensure they reflect the childminders practices.

Children receive care in a safe and secure home because the childminder assesses and minimises risks effectively. The childminder is vigilant and written risk assessments are completed and include outings ensuring children's safety is not compromised. The childminder ensures members of the household who require suitability checks have completed these.

Required documentation is in place to support children's welfare. However, the childminder has not reviewed all documents, in particular, evaluating the systems and records kept with regard to accidents and administering medication to ensure children's well-being is not compromised. The childminder does demonstrate an understanding of the importance of continuous improvement and is beginning to develop an effective system to evaluate her practice to ensure positive outcomes for all children.

Children are very comfortable and settled because the childminder works very closely with their parents. Through good communication she gets to know families well and endeavours to meet their individual needs. Excellent written references from parents suggest that they are extremely happy with every aspect of care offered to their children.

Children are able to continue their learning at home because parents are informed about what they have achieved with the childminder through daily conversations and photographs sent electronically. They are warmly welcomed into the home and have opportunities to discuss any concerns. The childminder clearly understands the importance of partnership working and has initiated contact with the local pre-school and schools that minded children attend to ensure continuity of care and continued learning within the home.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and confident with the childminder. They have formed good relationships with her and other minded children attending. This is because the childminder has a good settling in procedure. Good systems for sharing relevant information at the initial meeting with parents, results in children feeling safe and secure whilst in the childminders care. Children are able to gain an

awareness of their own personal safety as the childminder makes effective use of opportunities to teach children about these issues. For example, discussion around road safety takes place when out walking. Children understand the importance of being safe in a car as the childminder uses appropriate seat belts and car seats. Although a fire evacuation plan is not readily available, children do have opportunities to practice emergency evacuation procedures.

Children are cared for by an experienced and dedicated childminder. Children are happy, confident learners who initiate their own play. They self-select from the toys available within the playroom. These are of good quality and organised to ensure they are easily accessible. For example, children spontaneously choose large floor puzzles inviting the childminder to join in. The childminder is skilful in the questions she asks and discussion around size, colour and shapes take place whilst completing puzzles together. Children also enjoy a range of planned activities to support their learning. For example, organised visits to the forest, farm and local parks. Here children's knowledge and understanding of the world is supported, through first hand experience of caring for animals, finding bugs and natural materials or playing in the snow. They are able to develop their physical skills whilst using the apparatus in the park or balancing skills when using stilts. Children are supported when making early attempts at mark making. They are shown how to hold pencils correctly and the opportunities provided encourage their writing skills. Activities such as cutting and sticking encourage and support children's ability to use scissors appropriately. Provision of electronic toys, construction and using money in shops offer opportunities to develop skills for the future.

The childminder has a good understanding of the six areas of learning and is able to observe and assess each child's progress. The childminder is intuitive of the children she cares for having cared for many since they were babies. However an effective system to identify and plan for their next steps in learning is not yet in place and evidence of their individual learning journey is limited.

Children behave well because the childminder is a good role model and sets clear boundaries for their behaviour. They receive good attention and happily approach the childminder for cuddles. Children discuss the star chart that is displayed within the playroom and excitedly talk about their rewards. Children celebrate a range of festivals and traditional days to extend their awareness of other cultures. For example, children learn about Christmas and Chinese New Year. Some positive images and resources available support their learning of diversity.

The childminder offers healthy and nutritious snacks such as fresh fruit, juice and water. Children sit comfortably whilst eating their packed lunches and chat happily with the childminder about their morning at nursery. The childminder discusses the importance of healthy foods which supports children's understanding of a balanced diet. Children are familiar with good hygiene practices as these are reinforced by the childminder through every day routines. They independently take themselves to the bathroom and know to wash their hands afterwards. As a result, children are beginning to understand the importance healthy lifestyles and taking responsibility for their own personal hygiene.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----