

Inspection report for early years provision

Unique reference number	EY408999
Inspection date	04/11/2010
Inspector	Andrea Snowden
Type of setting	Childminder

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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.

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Description of the childminding

The childminder registered in 2010. She lives with her partner and daughter aged 20 months in Kessingland, Suffolk. All areas of the property, with the exception of the back bedrooms, are registered for use by minded children. Access to the front of the premises is via a small step. There is an enclosed courtyard garden for outdoor play.

The childminder is registered to care for a maximum of four children at any one time. Currently there are six children on roll, three of whom are within the Early Years Foundation Stage. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The family has two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for within the Early Years Foundation Stage and overall they are making good progress in their learning and development. The childminder ensures children's welfare is effectively promoted and that they are kept safe. The setting is fully inclusive and the effective partnerships which are developing with parents and others ensures children's needs are successfully met. The childminder is using reflective practice to think about areas for development and has taken some action to bring about improvements in the setting.

What steps need to be taken to improve provision further?

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

- use the identified possible next steps more effectively to plan relevant and challenging learning experiences for each child
- improve the self-evaluation system to identify priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children in this setting are safeguarded from harm because the childminder demonstrates a crystal clear understanding of her role in protecting children. She ensures adults in the setting have undergone suitable checks and children are never left alone with any other adults. The policies and procedures aid the smooth running of the setting; are written with clarity and as a result parents understand how the setting operates. Risk assessments for the home, garden and any outings are effective in minimising hazards and ensure children can play and learn in

safety. Resources are clean and safe and presented in colourful boxes at a level which encourages children to make free choices and become independent.

Children have many opportunities to learn about our diverse society. They join in with sign language exercises, talk about different languages that are spoken around the world, dress-up in national costumes or try foods from different countries. Activities are adapted to meet the needs of individual children who are older or younger and although there are no children on roll with special educational needs and/or disabilities the childminder is confident in providing appropriate equipment and support to ensure these children could enjoy success alongside their peers.

Good relationships are developing between the childminder and parents to ensure children's learning is supported effectively. Parents share what they know about their children so that the childminder can base activities on their current interests. Daily communication means that parents are aware of what their children have been doing and a comprehensive complaints procedure ensures parents know what to do if they have any worries or concerns. The childminder also communicates with other practitioners delivering the Early Years Foundation Stage to children in her care via a diary system, so that all adults involved with the children work together to meet their developmental needs.

The childminder has taken time to reflect on her practices so far, and through identifying some areas which need development has enrolled on training courses to improve her knowledge and skills. Parent's views on the setting are sought via a comments and suggestions page in their child's development record. The childminder demonstrates the capacity to maintain continuous improvement, but the self-evaluation practices are not yet completely developed to be fully effective.

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

Children settle very quickly with the childminder who provides them with a warm, welcoming and cosy environment in which to play and learn. She supports them well, always following their lead and providing additional resources as they are needed. Young children's skills are tested as the childminder asks questions such as 'can you find some farmyard animals?' and their self-esteem is promoted when the childminder praises them with comments such as 'that's it', 'good boy'. The childminder understands how the children in her care learn best and provides a wide range of activities both indoors and outside. She makes accurate observations and assessments of what children are learning and these are recorded in their 'learning journeys'. Possible next steps for learning are also recorded, but these are not yet being used sufficiently well in planning to ensure each child receives challenging experiences.

Young children play side by side and are learning to share and co-operate because the childminder has introduced toys which need turn-taking skills. Children are encouraged to manage their own shoes and coats as they move between indoors

and outside and their social skills are significantly enhanced through visiting local community groups such as stay and play sessions or the music group. Children behave well and older children in the setting have contributed to developing house rules and therefore understand and operate within boundaries. Children's language skills are encouraged by the childminder who talks to them continuously about what they are doing, repeating their attempts at words to aid pronunciation. Children's early handwriting techniques are emerging as they hold glue pens in a pincer grip or develop their hand-eye coordination when using inset puzzles.

Children's knowledge and understanding of the world is greatly fostered in this setting. They enjoy regular visits to the beach, taking off their shoes and socks and running in the sand, watching spiders in their webs and collecting fallen apples to cook with. Children's current enthusiasm for animals has been extended with trips to the zoo and to a 'creepy crawly' roadshow where they handled mini-beasts. Children collect fallen leaves in sacks whilst on their walk and when in the garden scoop them up with both arms, throwing them in the air and watching as the wind carries them away. Children make dens and enjoy posting toys in a selection of recycled cardboard boxes and then use a wind-up torch to peer into the dark to find them.

Children are beginning to learn what is expected of them in order to keep themselves and others safe. When children ask why they are not allowed in the kitchen, the childminder explains that it is dangerous because the oven is hot, and when at the beach she talks to them about the potential dangers of the water. The childminder has a warm rapport with children and as a result they are able to feel safe and secure. Children are encouraged in good hygiene practices. For example, when young children wash their hands the childminder sings with them 'wash, wash, wash your hands' making sure children stay at the sink long enough for effective washing. They eat healthily and are confident to ask for food and drink when they are hungry. Fresh fruit is provided for snack and children enjoy a variety of home cooked dishes such as soups and casseroles for their lunch.

Children are happy and growing in confidence and independence. Through the daily routine at the setting they learn to communicate, solve problems and develop an understanding of the wider world. As a result they are developing skills for the future.

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	2
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
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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

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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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