

Inspection report for early years provision

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Inspection date	07/02/2012
Inspector	Debbie Kerry
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 was registered in 2011. She lives with her husband in the village of Brandon in Suffolk. The whole of the bungalow is used for childminding, with the exception of two bedrooms. Access to the premises is via a step. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

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. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. She holds a relevant early years qualification at level 3 and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children's welfare, learning and development are fully supported and their individual needs are met. She works closely with parents, so that all children's individual interests and needs can be understood. The childminder has a range of clear policies and procedures, which she shares with parents to ensure children's health and safety is fully promoted. She has implemented procedures to support the learning and development of children in the Early Years Foundation Stage. She has begun to evaluate her practice and has identified areas for development to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that the observations undertaken on individual children are used to help plan their next steps
- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved
- update the record of risk assessments to include all aspects of risks for each outing and trips undertaken.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded from the risk of abuse or neglect as the childminder has attended training on safeguarding children. She has information on local procedures with local contact numbers and is aware of her responsibility

to refer any concerns she may have about the welfare of children. Children are cared for in a safe and secure environment. Risk assessments have been carried out on all areas of the property that children access. She has completed a general risk assessment for using her car on outings so that children remain safe whilst outside of the home. However, this does not include each place visited on all outings and trips. The childminder has not practised the emergency evacuation procedures with minded children, so that they can develop an awareness of how to keep safe.

The childminder exchanges information with parents on a daily basis on their child's development. All policies and procedures are discussed and shared with parents when children start, to keep them informed about her childminding practice. The childminder has developed good relationships with providers of other settings children attend. She shares information about their learning and development daily to ensure continuity of their care and learning.

The childminder has attended further training to extend her knowledge and understanding to benefit children. She has effectively implemented procedures to support the learning and development of children in the Early Years Foundation Stage. She has begun to evaluate her practice and has clearly identified areas for development to improve her practice. Parents have completed questionnaires and have provided positive feedback on the care and learning that the childminder provides for their children. This feedback is then used to implement any changes or suggestions to further develop her childminding practice and improve outcomes for children.

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

Children are provided with a range of fresh fruit for their snack, to promote healthy eating. The childminder ensures that the meals she provides respect parents' wishes regarding their children's individual dietary requirements. The childminder takes into account children's wishes, as she asks them what they would like to eat for lunch. Children have regular access to physical play. They go on walks to the park and access the garden to promote their physical development. They also access a range of equipment to promote their healthy growth and development. Children are learning about good hygiene routines as they are supported with hand washing before eating.

Children are developing good language skills as they talk confidently with the childminder about their play and what they want to do next. Children enjoy looking at books and the childminder sits with them and reads them stories. This promotes children's interest in literacy and shows that the printed word carries meaning. She asks children questions about the story and the pictures to develop their thinking skills. Resources are well organised and children can play in a dedicated playroom which is bright and child-orientated. Toys are labelled with pictures and are arranged to enable children to access them independently. This allows children to make choices in what they play with to meet their own interests. The childminder has some resources which reflect our diverse society, to help children learn about

people's differences. The childminder takes children on outings within the local community and borrows books from the library to help children learn about the wider world. Children's creativity and hand and eye coordination is promoted as they draw and colour. They use a range of craft materials and glue sticks to create pictures of snow scenes. Children are learning to share and take turns with resources and activities. They behave well and are given clear boundaries by the childminder as she offers them positive praise for their efforts. Children are developing their independence and self-care skills as they are able to take off their shoes and coats and feed themselves at snack time.

The childminder provides a wide range of activities for minded children and they are suitably challenged. Their learning journey records clearly show how activities are linked to the six areas of learning to ensure that all areas are included. However, the activities provided do not fully match the next step in the children's learning. The childminder has developed a good knowledge of the Early Years Foundation Stage. As a result, children's welfare, learning and development are supported and this ensures they are able to make good progress.

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

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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