

Inspection report for early years provision

Unique reference number	EY332486
Inspection date	12/08/2009
Inspector	Hazel Meadows

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.

Description of the childminding

The childminder was registered in 2006. She lives with her family in a house in Framlingham, Suffolk. There one step to access the premises and the bathroom is upstairs. The whole of the ground floor is used for childminding activities but children predominantly play in the dedicated playroom. There is a large, fully enclosed garden for outside play. The family has three dogs.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She 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. She is currently minding four children in this age group, who all attend part-time. 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 childminder is a member of the National Childminding Association and holds a relevant early years qualification. She walks children to and from local schools and pre-schools, attends a local childminding group and local toddler groups. She takes children to local parks and play areas and to nearby places of interest.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are offered a superb variety of play and learning experiences, both in the home and on outings, and consequently make excellent progress through the Early Years Foundation Stage. The childminder provides a welcoming, stimulating and child-focussed environment where children flourish. She has a secure knowledge of the children's individual needs and thorough documentation and safety requirements are in place to ensure children's welfare. The childminder maintains very positive and trusting partnerships with parents to promote continuity of children's care, learning and development. She has developed effective methods for monitoring and promoting each child's progress towards the early learning goals and reflects on her practice to make ongoing improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing systematic self-evaluation to highlight strengths and identify potential areas for improvement.

The leadership and management of the early years provision

Children are extremely well cared for by childminder who has a secure knowledge of child development and experience of caring for children of all ages. She is dedicated to offering high quality care and has a commitment to ongoing training and development. The childminder ensures required training is up-to-date and she is about to begin an National Vocational Qualification Level 3 in childcare, learning and development to further enhance her practice and knowledge. The childminder has a thorough understanding of safeguarding children and a clear safeguarding policy and statement are in place. She fully understands her role and responsibilities and is confident of the action to take if she had concerns about a child.

The childminder organises her home, resources and time excellently to support the children's individual needs and routines. She has a very positive and inclusive attitude and approach to diversity, which is reflected in her policies, resources and activities. Comprehensive, clear, written risk assessments are in place both for her home, and for each type of outing, to promote children's safety in all situations. She reflects on her practice to make ongoing improvements and is considering methods of systematic self-evaluation to highlight strengths and identify areas for further development.

Children benefit from the very positive and trusting partnerships the childminder develops with their parents. She encourages frequent two-way communication to ensure each child's individual needs are well met and to promote continuity of care. Exemplary documentation is efficiently organised and extremely well presented. The childminder has written her own policies which are shared with parents and work effectively in practice to enhance the quality of care of the children. The childminder gathers all essential details about the children, and obtains signed, written consents, to ensure children are cared for according to their parents' wishes.

The quality and standards of the early years provision

The childminder is warm, caring and attentive towards the children, who are very relaxed and happy in her care. Children predominantly play in the dedicated playroom which contains a wealth of good quality toys, props and resources, many of which positively reflect diversity. Resources are very well presented in labelled, clear storage boxes enabling children to see what is available and request items which are stored on higher shelving. Many items are also well within reach, promoting their independence and enabling them to make their own selections. Children have great fun and are well occupied and fully engaged and absorbed with the activities available. Consequently, their behaviour is very good. This is further supported by the childminder's calm manner and clear and secure boundaries of acceptable behaviour.

The childminder has a thorough understanding of how children learn through play and provides many interesting and imaginative activities. Children enjoy a variety

of crafts, water play and messy activities, such as model making and painting. All children are included and encouraged and enabled to participate at their own level. Whilst painting model fish they have made, they are thrilled to have the liberty to paint their hands, noting the changes as they mix the colours. Examples of their artwork and photos of previous activities and outings adorn the playroom, helping the children feel valued and prompting discussion, for example, a vibrant seaside scene and roadway made by the children. Imaginative play is well supported with props and children have great fun making Red Indian tepees and headdresses. Their communication and literacy skills are encouraged through engaging conversation, an inviting variety of books and frequent opportunities for mark-making, for example, chalking on the patio.

Children delight in being outside, wearing appropriate clothing to enable them to experience and enjoy all weathers. Younger children relish the freedom to run around the garden in the refreshing rain. The large, well-equipped garden offers regular opportunities for fresh air and exercise and children gain physical skills and confidence with a variety of equipment such as ride on toys, frisbees and balls. The garden also offers children chance to learn more about the natural world and how things grow as they plant vegetables which they eventually sample. They also visit local farm parks to experience a variety of animals. Children develop an understanding of good eating habits as the childminder provides healthy snacks and meals, with many fresh fruits. Drinks of water are readily available, ensuring children are well hydrated. Excellent routines and explanations help children understand the need to wash their hands after toileting and before eating.

The childminder has established an observation folder to monitor each child's progress through the EYFS. She clearly records observations, supported by photographs and examples of the children's artwork in individual folders. These observations are clearly linked to the five EYFS principles and cross referenced to the areas of learning. They are used to effectively plan the next steps in each child's learning and development through a good balance of adult and child led activities. The children are well supported in their play and learning and make excellent 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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

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