

## Inspection report for early years provision

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<b>Unique reference number</b>	EY373713
<b>Inspection date</b>	29/10/2008
<b>Inspector</b>	Sarah Johnson
<b>Type of setting</b>	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 2008. She lives with her husband and one child aged 16 years in Ipswich, Suffolk. The ground floor of the property is used for childminding and a secure enclosed garden is used for outdoor play activities. The premises is accessed via the front entrance which has a low step. The family has two pet dogs.

A maximum of six children may attend the setting at any one time. The childminder regularly minds with an assistant and together they may care for a maximum of 10 children. There are currently four children attending who are within the Early Years Foundation Stage (EYFS). Some of these children live in the local area and also attend an early years provision on the outskirts the town. The childminder also offers care to children aged over five years, before and after school and during school holidays. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder holds a relevant early years qualification. She walks to local schools to take and collect children. Children are taken to regular social activity groups and on walks to the nearby playground.

## **Overall effectiveness of the early years provision**

Children are very happy and settled in the childminder's care. They enjoy participating in a wide range of activities and outings and make good progress in their learning and development. The childminder fosters strong partnerships with parents, ensuring that children experience continuity and consistency in their care. Children feel valued and included because the childminder ensures that routines and activities are planned carefully so that all children are able to fully participate. The childminder demonstrates a very positive attitude towards continuous improvement, although systems to evaluate her early years provision are currently in the early stages of development.

## **What steps need to be taken to improve provision further?**

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

- ensure observations and assessments are used systematically to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will continue to improve the quality of provision for all children.

## **The leadership and management of the early years provision**

The childminder has devised a comprehensive range of written policies and procedures and these are implemented effectively within her well-organised daily routine. All required written parental permissions have been obtained, ensuring children are cared for in line with their parents' wishes. The childminder works closely with parents to meet children's individual needs, encouraging a two-way exchange of information through daily discussions and the completion of a daily diary for each child.

The childminder demonstrates a committed and professional approach to childminding. She holds a relevant early years qualification and has completed a wide range of additional training to ensure she has developed good knowledge and understanding of how to promote children's welfare, learning and development. The childminder demonstrates commitment to improving her setting and has fully addressed the recommendations raised at the time of registration to improve children's safety. However, she has not fully developed systems to evaluate the provision and ensure outcomes for children can be continuously maximised.

Positive steps have been taken by the childminder in order to safeguard children and to promote their welfare. The childminder has completed training in safeguarding children and has good understanding of child protection issues. The childminder supervises children at all times and uses appropriate safety locks and gates to limit children's access to potential risks in the home. Thorough risk assessments are completed and recorded consistently on a daily basis, further ensuring children's safety and security within all areas of the premises and whilst taking part in outings.

## **The quality and standards of the early years provision**

The childminder effectively promotes children's care and welfare. Children learn to keep themselves safe as the childminder talks to them about road safety when they walk to the local playground. A clear emergency evacuation procedure has been devised and the childminder has practised this sensitively with the children. Children benefit from regular opportunities to develop good physical skills. They play together in the safe and secure garden with a variety of toys and equipment and also enjoy regular exercise as they walk to the local school and shops. The childminder helps children to develop good attitudes towards healthy eating as she invites them to choose what they would like to eat for lunch from a balanced menu. They benefit from eating nutritious freshly prepared meals such as spaghetti bolognese or tuna pasta bake followed by fresh fruit salad.

Children play in a very welcoming and child-friendly learning environment. The dedicated playrooms afford them with good amounts of space to explore the array of play resources, many of which are organised in low-level storage drawers for children to reach easily for themselves. Children are confident as they freely choose what they want to do and the childminder listens attentively to them and values their responses. The childminder acts as a positive role model for behaviour and encourages children to share the resources and to say 'please' and 'thank you' throughout the session.

The childminder has good understanding of the EYFS and uses this to help children to make good progress in all areas of learning. She plans some adult-led activities, although more emphasis is placed on enabling children to initiate activities for themselves. Observation is used as a tool for recording children's progress and detailed assessment records are kept for each child. However, it is not clear in the planning how the observations and assessments are being used to identify learning priorities and to plan relevant learning experiences for each individual child. Parents are invited to contribute to their children's assessment records and several photographs are displayed to provide them with meaningful examples of the skills their children are developing in their play. The childminder ensures each child is provided with an individual approach and activities are adapted to meet their specific needs. Additional support is offered when required, enabling all children to access all activities. For example, all children are encouraged to use sign language which helps younger children to join in and communicate. A range of resources that are representative of diversity such as books, games and puzzles are provided, helping children to develop a good understanding of the wider world.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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

## **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 registration.

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.