

## Inspection report for early years provision

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<b>Unique reference number</b>	251094
<b>Inspection date</b>	23/01/2009
<b>Inspector</b>	Deirdra Keating
<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 1997. She lives with her husband and two children aged 13 and 16 in Bury St Edmunds, Suffolk. The whole of the property is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible via the front entrance which has a low step.

A maximum of five children may attend the setting at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS) years. The childminder also offers care to children aged over five years to 12 years. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school to take and collect children. She attends the local parent and toddler group with the children and visits groups at the local children's centre.

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

Overall the provision is outstanding. Children are exceptionally well supported and thrive in the childminder's care. The childminder creates an extremely welcoming and comfortable environment in which children make excellent progress towards the early learning goals. Strong links with parents and other providers support individual care which promotes a fully inclusive environment. The childminder demonstrates a high level of commitment to her continuous improvement ensuring that her practice fully reflects all the requirements of the Early Years Foundation Stage.

## **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 the monitoring and self-evaluation processes to ensure strengths and weakness of the early years provision are identified.

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

Children's welfare, care and safety are exceptionally well met because the childminder continues to update her professional skills and has attended an extremely good range of training. Children receive high quality care and attention from the caring childminder who organises her daily routines to provide superb one to one care for each child. The childminder is strongly committed to continued improvement. She reflects on her practice at regular intervals, however, the process of self-evaluation is not fully developed.

Written policies and procedures are meticulously maintained to ensure children's ongoing welfare, care and safety. These policies are implemented extremely well by the childminder who undertakes comprehensive risk assessments to ensure children's safety is prioritised. The childminder understands her roles and responsibilities in protecting children from potential harm and has relevant and up-to-date information and training.

Children benefit from a professional and established partnership between the childminder and parents. The childminder provides parents with well presented, concise written information about the setting and the policies and procedures which she follows. She gathers comprehensive information about children's individual needs before they start and provides daily diaries to ensure parents continue to be fully informed about children's care, learning and development. The childminder works very well with other settings and schools developing good links and systems of sharing information. This has positive outcomes for the children, providing effective communication systems and extremely good continuity of care.

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

Children are extremely confident, happy and settled with the childminder in her comfortable and well organised home. The resources are stored very well promoting children's choice and decision making. Children are able to request what they want from the wide and varied range, they purchase new equipment with the childminder giving them ownership and choice in their play. Consequently, children are extremely motivated to learn in the stimulating and safe environment. They visit a range of local groups and amenities where they make friends and develop their social skills. Children play together and learn how to respect one another and share equipment. This is reinforced by the childminder's gentle and skilled interventions to resolve minor conflicts.

Children are given many opportunities to learn about keeping themselves safe. For example, all children practise the childminder's fire evacuation procedure on a regular basis, they visit the fire station and share stories to reinforce their understanding. Road safety is reinforced at all times using consistent and safe routines. Children are given extremely healthy snacks and meals, they enjoy freshly chopped fruit and vegetables with cheese and are encouraged to keep well-hydrated. Daily walks to schools through the local woods and the use of the large and very well maintained garden enables children to get exercise and fresh air. This helps the children to learn about healthy lifestyles.

Children are absorbed in a range of challenging and worthwhile experiences, enjoying the opportunities to investigate activities of their choice. They are encouraged to pursue their interests and develop their ideas, for example, a child who is interested in butterflies makes a butterfly collage and uses play dough to make other mini-beasts. Children thoroughly imaginary play, dressing-up and linking games to their own experiences. They are given a strong sense of belonging, they are treated as one of the childminder's family and are given many opportunities to talk about their parents and home lives. Children's cultural backgrounds are sensitively respected and bi-lingual children are supported

exceptionally well by the forward thinking and proactive childminder. Books in children's first language and dictionary's are used to support children and enable them to make excellent progress towards the early learning goals. The childminder has learned many key words and gives children a strong sense of identity as she asks them to translate words. Children make excellent progress in their language development they link letters to sounds using coloured place mats pointing out all the letters in their names and singing the alphabet. The childminder is highly skilled in supporting children during play, enhancing their learning and interests through open-ended questioning and a superb balance of adult and child-led activities.

The childminder uses sensitive observations to assess children's abilities and plan for their next steps in learning. This enables children to progress as the childminder provides extension activities which are recorded in 'learning journeys' and linked extremely well to the early learning goals. Colourful illustrations and examples of children's work including early letter and number work provide excellent examples of children's progress and achievements which are proactively shared with parents in order that they can support children's learning at home.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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 the last inspection.

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.