

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378149
<b>Inspection date</b>	07/04/2009
<b>Inspector</b>	Andrea Caroline Snowden
<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 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 registered in 2008. She lives with her partner and three children, aged 15, eight and two, in Ipswich in Suffolk. The whole of the of the childminder's house is used for childminding, although care is mainly provided on the ground floor. There is an enclosed garden for outside play.

The childminder is registered to care for five children under the age of eight and there are currently four children on roll. Of these, three children are within the Early Years Foundation Stage (EYFS). Care is provided on the premises each week day between the hours of 07.00 and 18.00. The provision is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She is a member of the National Childminding Association. The family keeps cats, guinea pigs and land snails as pets.

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

Overall the quality of the provision is good. Children attending this setting are making excellent progress in their learning and development and are provided for well under the EYFS. Strong partnerships with parents, and the childminders ability to recognise the uniqueness of each and every child, mean that children's individual needs are well catered for and activities tailored to their specific interests. The childminder uses self-evaluation effectively to highlight the strong areas of her practice and has begun to use it to search out any weaknesses.

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

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

- use self-evaluation more effectively to highlight any areas for improvement, in order to prioritise them for future development.

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

The childminder is highly qualified and experienced in working with children. She demonstrates a professional attitude in her work and as a result provides high quality care and education. The documentation required to maintain children's safety and welfare is exceptionally detailed to ensure nothing is missed. The extensive policies and procedures ensure the smooth running of the setting and demonstrate that the childminder has a good command of the EYFS. Experience means that she is able to recognise possible signs that children are being abused and good organisation means that the procedures and details to enable her to make a referral are at hand to minimise delay. Rigorous risk assessments of the

home and outings ensure children are able to play and explore without fear of hurting themselves.

The childminder has involved children and parents in the evaluation of the setting by asking them to complete questionnaires. She takes on board any new suggestions and as a result all parties effectively contribute to the continuous improvement in the setting. Whilst the childminder has considered several areas for development, there is currently no system to prioritise these.

The partnership with parents is very good. The childminder fosters open and honest relationships in order to effectively meet children's needs. She collects information at registration which enables her to follow routines and therefore settle children sensitively into the setting. The communication books are lively and informative for parents and they are therefore acutely aware of what their child has done in the day. Parents contribute to their child's assessment records and as a result, the childminder is able to offer the children more consistency in activities she plans.

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

The childminder presents children with outstanding opportunities to learn and make progress towards the early learning goals. She unquestionably has a thorough understanding of how young children learn and plans and provides activities which are tailored to their individual needs and learning stages. Through sensitive observation and assessment when children first join the setting, she is able to build on their existing knowledge and skills and help them make significant progress over a short period of time. She works closely with children supporting them in their learning, for example by modelling how they could play with an activity to get the most from it, or asking open ended questions to prompt thinking and problem solving skills. She watches on as, in some cases, they steer their own learning by selecting resources for themselves.

Children are stimulated and eager to take part in activities. At present some children, because of their young age, have short attention spans and so the childminder ensures there is a wide variety of activities for them to take part in. They freely colour and mark-make with crayons, sharing and watching what one another do. Their social development is fostered as the childminder takes them to various community groups and the young children enjoy time spent with the childminder's son. They giggle and laugh, dance and play and there is a real atmosphere of fun and excitement. Young children show their emotions and laugh out loud when they are shown picture cards. The childminder reinforces language with the correct pronunciations to help children develop their skills. They talk about colour and shape and become familiar with the names of numbers as they sing number rhymes. They enjoy the water play with the rubber fish and messy play opportunities, such as playing in the 'gloop' or jelly.

Children learn from an early age about personal safety. The childminder explains carefully to them about the dangers of traffic from the first time she takes them out. As a result, a two year old is able to tell her she must stop at the kerb.

Children are eager to manage personal tasks for themselves and run to the bathroom sink to wash their hands before and after food. They recognise their own bodily needs and ask for their drink beaker to be passed to them when they are thirsty. Children's independence is being fostered well. The childminder helps children work within boundaries by offering and respecting choices. She uses positive strategies to manage behaviour, such as distraction, and explanations when age appropriate. The childminder is calm and consistent with children and as a result they are beginning to learn right from wrong. The childminder embraces diversity and actively promotes equality in her setting. She supports children in achieving a positive self-image and ensures that they grow and develop, valuing and understanding the fact that everyone is different.

## 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.	2

### 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?	2
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>	1
<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?	1
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

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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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