

## Inspection report for early years provision

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<b>Unique reference number</b>	EY276488
<b>Inspection date</b>	14/01/2009
<b>Inspector</b>	Lesley Gadd
<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 2004. She lives with her husband and three children aged two, eight and eleven years in Lowestoft, Suffolk. The downstairs areas of the accessible property are used for childminding and there is an enclosed garden for outside play. The childminder takes and collects children from local nurseries and schools. She has developed links with parents, schools and nurseries to support the care she provides for the children.

The childminder is registered to care for a maximum of five children under eight years. She is currently minding eight children aged one to 11 years on a part-time basis throughout the week. The childminder is on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the local childminding network and has completed a local quality assurance scheme for childminder's.

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

The childminder provides a good quality service overall for children in the Early Years Foundation Stage (EYFS). Children are respected and valued as individuals in this caring, homely environment. The children enjoy warm relationships with the childminder and experience a good range of stimulating activities however, assessment of the children's learning and development are not yet fully secure. Children's welfare is given good consideration with health, safety and partnership with parents being given exceptional support. The facilities are generally well organised throughout although children cannot easily access resources for play in all areas of the home.

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

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

- continue with plans to develop assessment of children's skills to further support their future learning and actively recognise their progress
- further improve the storage of toys and equipment to support children in easily self-selecting resources in the art room.

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

Children's welfare and learning is actively supported by the childminder who effectively utilises the EYFS to ensure she offers a good service to the children and families who attend. Regular training helps the childminder keep her skills up to date in relation to matters such as, first aid, child protection and the new EYFS. She is currently undertaking a National Vocational Qualification in Childcare and Education to gain recognition and enhance her already good quality child care skills. The childminder shows a strong commitment to evaluating her service

through talking with children and parents and utilising questionnaires to identify where improvements can be made to the care and education on offer to the children. Recommendations from the previous inspection, regarding working in line with current thinking about the care of children under three years have been addressed and records are stored securely. Accessible, clear and user friendly written policies inform parents about a comprehensive range of matters in relation to the childminder's service including what to do if they have a complaint and how the childminder promotes positive behaviour.

Children have rich opportunities within the childminder's home and through local community visits to develop their awareness of difference and the wider world, helping to foster their future tolerance and awareness of others needs. They celebrate a range of world wide festivals, discuss different skin tones when using art and craft materials depicting a wide palette of colours and are learning basic sign language to communicate with others. Children's safety is given high priority by the childminder who goes to exceptional lengths to ensure that children's well-being is securely supported in this area. Risk assessment checklists, both long term and daily, help the childminder ensure risks are reduced for children within the home, outdoors and on outings. This reassures parents that their children's safety is the childminder's primary concern whilst they are in her care. Children are positively encouraged to develop their understanding about safety matters for future independence. They practise how to get out of the house in an imaginary fire and learn how to handle kitchen cutlery safely. The childminder has a robust understanding of safeguarding issues and holds current, relevant procedural information to help her seek prompt support for families or children should she have any protection concerns.

Children benefit from the very effective, positive working relationships the childminder has with their parents and the links developed with local schools and nurseries to ensure continuity of care. The childminder actively seeks information from parents at the start of all childminding arrangements and this is used effectively to meet children's individual care and learning needs. Children's learning through the EYFS is well promoted with parents. The childminder issues regular newsletters about activities planned or enjoyed and utilises the children's written learning stories with parents to discuss their children's individual progress. Parents' comment very favourably on the childminder's care of their children including the fact that there are always 'fun and exciting activities' and 'that they could not have asked for a more caring childminder'. Children state that they 'love' the childminder and like coming to her house for playing.

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

Children are motivated to explore and they make good progress in their learning and development from an early age. The childminder has a strong knowledge of the EYFS, which she uses to ensure children experience a meaningful range of adult-led and child-initiated activities. However, assessment of children's skills to further support their future learning and actively recognise their progress is not fully effective for all children. Younger children are confident with the childminder who is supportive and attentive, encouraging them to take an active interest in

new experiences. Children enthusiastically take part in a music session, dancing, clapping and moving their bodies in rhythm to the music then giggling with delight when they pop out from hiding under the silky scarves used with the music. This helps children to develop their movement awareness and find out what they can do physically as they move up, down, around and jump to the music.

Children are keen to demonstrate their imaginative skills as they explore the inviting range of home play toys pretending to make tea for the dolls and take a baby for a walk. Older children enjoy dressing up and performing plays. The garden provides ongoing opportunities for children to develop their knowledge about the environment as they feed the birds and look for frogs in the spring. Messy activities are freely offered that stimulate children's senses and facilitate their design and creative skills. They enjoy making models from junk boxes and an eclectic range of craft materials. Children explore paint and use toothpaste to create their own art pictures. A rich range of jigsaws, games and activity toys helps children to develop their early problem solving and reasoning skills and older children are well supported in undertaking homework tasks. Children enjoy taking part in small scale projects about healthy eating and creating a display, from photographs, of activities enjoyed during the summer holidays. Younger children demonstrate well developed self-help skills as they are quick to find and attempt to put on their coats and boots for outdoor play and feed themselves. The childminder encourages children to be caring towards their friends and all children are considerate and helpful.

All children, and particularly younger children, are secure and confident in the childminder's loving care. They have developed trusting and friendly relationships with the childminder as she is attentive and offers a comforting lap for a close cuddle when needed for reassurance. Children frequently demonstrate their developing language skills when pointing at pictures in books and as they talk about the 'baby' needing to be 'fed' or 'sit' in the pram. The childminder provides a running commentary during activities to facilitate the children in their communication and she is quick to praise and encourage the children within their play, promoting perseverance skills.

Children are actively encouraged to lead a healthy lifestyle. They enjoy daily exercise in the fresh air when on local walks and trips to the beach. Children respond to the challenge of exploring the climbing equipment at the local park, developing their large muscle tone and balance skills. Children show their awareness of the need to eat a healthy diet as they help to prepare fresh fruit snacks and discuss nutritious picnics to take on outings. The vegetable area in the garden helps to develop children's understanding about where food is grown as they help with planting, harvesting and eating the produce. The childminder is vigilant and well prepared to respond if children have accidents as they explore. She has updated her first aid training, holds a first aid box readily to hand inside, or on outings, and she regularly reviews minor accident records to identify any areas that may need to be reviewed in her risk assessments to assure children's safety. All medication is clearly recorded and countersigned by parents to avoid overdosing of children on any medicines.

All children are welcomed into this safe, accessible home. They have good space to

play in the house and garden, soft furnishings to recuperate in comfort and sturdy rest facilities for younger children to sleep according to their individual needs. Most of the toys are accessible in the main play room for younger children on low level trolleys however, some equipment is piled high on top of trolleys and art room resources are not easily accessible, which limits opportunities for older children to self-select toys and develop their independence.

Children's behaviour is excellent. They are learning to manage their behaviour well due to the positive role model presented by the childminder. Praise and encouragement is freely given to develop children's self-esteem and confidence. Clear house rules, for older children, help them to develop a strong understanding of acceptable social behaviour.

## 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?	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>	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?	1
How well are children helped to be healthy?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.