

## Inspection report for early years provision

---

<b>Unique reference number</b>	250772
<b>Inspection date</b>	26/02/2009
<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 1994. She lives with her husband and daughter aged 15 years in Wickham Market, Suffolk close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. She has a rabbit and a fish.

The childminder 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 six children who are within the Early Years Foundation Stage (EYFS) years. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network and is currently in receipt of funding for early education for three- and four-year-olds.

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

Overall the quality of the provision is good. Children in the Early Years Foundation Stage thrive in the childminder's care, she is a conscientious practitioner who consistently puts children's individual needs first and ensures they can all make extremely good progress towards the early learning goals. Children are confident, assured, and have developed close and trusting relationships with the childminder in her comfortable home. The childminder has completed an evaluation of her practice and strives for continuous improvement.

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

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

- extend information from parents in advance of a child being admitted to the provision to include their first language
- clarify the system of the written medicine records to ensure that written permission is clearly obtained in advance of administration.

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

Children receive extremely high quality care and attention from the childminder who organises her daily routines well to provide a good balance of activities, groups and quality one to one time. The childminder has completed a good range of training and strives to ensure high standards of care. She carefully and sensitively meets children's individual needs and consequently they are settled and secure in the organised and homely environment. The childminder is committed to

ensuring that her service is inclusive for all families. Parents are welcomed and receive good information about their children's care through the two-way flow of information and effective sharing of records. Children are collected from the local school and nursery where the childminder has set up very good systems of spending time in the school to ensure the sharing of information promotes continuity of care and education for each child.

The childminder has completed a self-evaluation which identifies some targets for further improvement. She has acted on the recommendations raised at the last inspection to improve the provision and is committed to improvement. The childminder seeks professional support and guidance and uses this to improve outcomes for the children in her care. For example, she works closely with an advisory teacher to ensure children continue to make good progress in their learning and development.

Written procedures are maintained well and safeguarding procedures ensure that household members are suitable to have regular contact with children. All parental consents are generally sought to promote children's health and safety, however, the systems of administering medication require more clarity. Further information from parents is used to plan care and provide learning that meets children's individual needs and requirements. However, there is no system to record children's first language within the current record system.

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

The childminder promotes children's welfare, learning and development extremely well. Children play in a designated playroom that is comfortably furnished and decorated with pictures of the children who attend. The childminder has established trusting relationships with each child and sets aside quality one to one time which children thoroughly enjoy. Consequently, children are confident, happy and settled with the childminder, who ensures that the resources are stored well for children's independent choice and are presented to look appealing and inviting.

The indoor environment provides a safe, secure yet challenging space for children. The resources are rotated to maintain interest and the house is cosy and clean. Children learn about road safety as they walk to school and the childminder teaches them safe routines which are consistently followed. They enjoy freshly cooked meals around the table where they practise good table manners. The children behave very well, they are kind and thoughtful considering one another and inviting them to join in their games. They are gently reminded to tidy away toys and help by the childminder who uses a gentle but consistent approach to establish her house rules. The childminder is strongly committed to the principles of equality and diversity and recognises the unique qualities in each child. Consequently, children treat one another with respect ensuring that all children and families feel included safe and valued.

The childminder provides individual learning plans for each child based on information gained from talking to them, their parents and using guidance from other professionals. These provide a balanced range of activities and are used to

inform weekly plans which clearly outline learning intentions and link to areas of learning and resources. The children's achievements are recorded in colourful and individual 'learning journeys' giving good details of their development and prioritising children's next steps in learning. Parents and carers value the records and record their comments sharing and supporting children's learning and development. Children also value them and recall activities as they look through photographs of events that they clearly enjoyed. Valuable information is sought from parents to ensure children are stimulated and secure in the childminder's care. This is sought in 'all about me' books which provide the childminder with an extremely good range of information about each child. Children are active learners and have independence and control over their learning, consequently, they are extremely motivated to learn and participate with high levels of involvement during long periods of uninterrupted play. Children confidently move equipment around as they develop their imaginary play, the childminder supports this sensitively following instructions and directions and asking open-ended questions to encourage children to think critically. Young children's early writing is valued, they experiment with writing using exciting resources that the childminder has provided. Careful attention to detail and the provision of resources that appeal to the individual child are a key strength.

## 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

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 or 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.