

## Inspection report for early years provision

---

<b>Unique reference number</b>	250947
<b>Inspection date</b>	19/08/2009
<b>Inspector</b>	Gill Thornton
<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 was registered in 1996. She lives with her husband and adult daughter in Lakenheath in Suffolk, close to shops, parks and the local schools. The whole of the property is used for childminding and there is a fully enclosed garden for outdoor play. The childminder's daughter sometimes works with her as an assistant.

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. When working with an assistant she may care for eight children under eight years of whom no more than five may be in the early years age group. She is currently minding six children in this age group all on a part-time basis. She also offers care to children aged over five years to 16 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good. The childminder provides a very safe and child-friendly environment in which children make substantial progress in their learning and development. Partnerships with parents and other settings are effective in ensuring all children are included and their individual needs well met. The childminder is developing a system of evaluating her practice to identify priorities for improvement to further enhance her practice.

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

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

- clarify the system of obtaining parents' prior written consent to seek emergency medical advice or treatment
- develop further the use of reflective practice to identify the setting's strengths and priorities for improvement.

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

The childminder is a knowledgeable and experienced practitioner who demonstrates a strong commitment to ongoing professional development to ensure her knowledge and skills are up to date with current thinking. She uses information gained from such training to effectively develop her practice to improve outcomes for children. The childminder is strongly committed to the principles of the Early Years Foundation Stage (EYFS) and she successfully reflects the framework in her practice to provide children with a rich and personalised learning experience tailored to meet their individual needs. Consequently all children make substantial progress towards the early learning goals given their capabilities and starting points.

Children's welfare and learning are effectively promoted by the childminder's operational policies and procedures which successfully guide her practice. These are shared with parents to help them understand the care provided, thus establishing secure working relationships. Effective procedures are in place to gather information on children's individual backgrounds and needs to promote their inclusion and understanding of each other's cultures and beliefs. All the required documentation is in place to support the care and welfare of the children attending. However, systems for requesting parents' consent to seek emergency medical advice or treatment are somewhat unclear and possibly open to misinterpretation in a medical emergency. Successful systems are in place to keep parents informed about their children's achievements and progress and the childminder has established effective links with other provisions providing the EYFS to promote progression and continuity. Parents are highly appreciative and complimentary of the childminder's exceptional dedication and the care and activities she provides.

The childminder successfully organises her home to ensure it is safe and secure and that children can access all areas and resources safely and independently under her watchful guidance. Comprehensive risk assessments are carried out on all areas of the indoor and outdoor environment and before undertaking outings, thus ensuring children's safety at all times. The childminder reflects on her practice and takes effective action to improve her provision. For example, fencing in the front garden to extend children's opportunities for outdoor play. She is further developing her system of self-evaluation to identify and prioritise further areas for development. Children are safeguarded because the childminder regularly attends child protection training and she is confident in her knowledge of the action to take to protect children if she should have a concern.

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

Children thrive and enjoy meaningful learning opportunities in the very welcoming and thoughtfully organised environment provided by the childminder both indoors and out. Children are very happy and secure in her care and confidently move between the indoor and outdoor environment selecting activities that interest and motivate them. The childminder values each child as a unique individual and provides them with well-planned learning experiences based upon observations of their spontaneous play, thus providing challenge and enjoyment. Children's individual interests are reflected in the well laid out resources which immediately engage them on arrival and consequently help them separate from their parents and carers. Babies and young children form meaningful attachments with the childminder and her assistant and enjoy the security of knowing they are close by if needed, thus developing their growing independence and self-confidence.

The childminder uses her sound judgement and knowledge of the children in her care to provide the right balance and child-initiated and adult-led activities to support children's current interests and help them make connections in their learning. For example, promoting a young child's enjoyment in painting by encouraging them to roll a tractor in different coloured paints to create their own

picture. The childminder effectively supports children's learning and development by offering sensitive encouragement and showing delight and enjoyment in their achievements. For example, telling them not to worry that their hands are messy while making them laugh by singing Round and Round the Garden while cleaning their hands.

Babies and young children gain an awareness of numbers and one to one correspondence through everyday routines such as mealtimes or during nappy changing. All children enjoy opportunities to engage in imaginative role play experiences based on their own first-hand experiences and they have many opportunities to explore and experiment with a well-organised range of materials and resources to inspire their creativity. Children are able to freely access a well-displayed range of musical instruments and enjoy dancing along to musical cause and effect toys.

The childminder follows well-established routines to minimise the risk of cross infection and to help children learn the importance of having a healthy lifestyle. Children learn to keep themselves safe and healthy through simple discussions and encouragement from the childminder to ensure they are learning to manage age appropriate tasks to prepare them for future independence. Babies and young children are learning that their views are important as the childminder follows their lead by repeating their vocalisations acknowledging their requests to show they have her full attention. Children are learning to take turns and consider the feelings of others under the childminder's sensitive guidance. They have many opportunities to develop their large and small physical skills both indoors and in the childminder's child-friendly garden where they have access to a wide range of activities and equipment to promote their development.

## 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?	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
--	-----