

## Inspection report for early years provision

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<b>Unique reference number</b>	EY217647
<b>Inspection date</b>	23/09/2009
<b>Inspector</b>	Sarah Johnson
<b>Type of setting</b>	Childminder

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## 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.

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## Description of the childminding

The childminder was registered in 2002. She lives with her husband and two children aged 10 and 14 years in Bury St Edmunds, Suffolk. The whole of the childminder's home is used for childminding and a secure enclosed garden is used for outdoor play activities. The childminder has some fish in a tank as pets.

The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend the setting at any one time, and of these, no more than three children may be in the early years age range. There are currently three children in this age group on roll, all of whom live in the local area. The childminder regularly works with an assistant. When working together, they may care for a maximum of eight children aged under eight years. The childminder also offers care to children aged over five years to 11 years. There are strategies in place to support children with special educational needs and/or disabilities and children who are learning English as an additional language.

The childminder collects children from the local school, nurseries and pre-school and goes to a toddler group and childminder drop-in group on a regular weekly basis. She is a member of an approved childminding network and has been assessed to the National Childminding Association (NCMA) Children Come First Quality Assurance Scheme. The childminder holds a relevant National Vocational Qualification (NVQ) to Level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides exceptionally well for children in the Early Years Foundation Stage (EYFS), ensuring they make excellent progress in all areas of their learning and development. Highly robust routines and procedures are consistently followed to ensure children's safety and well-being are prioritised. Children are highly confident and delight in spending time at the setting as they have established warm and trusting relationships with the childminder. There are well-established systems in place to ensure the childminder regularly reflects on all aspects of her practice and continues to make significant improvements that benefit the children in her care.

## 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 use of the outdoor area further to enable children to benefit from a wider range of activities covering all areas of learning.

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

Children's welfare is fully prioritised at the setting, and they are safeguarded extremely well as the childminder has an excellent understanding of her legal duties and responsibilities in relation to child protection issues. For example, the childminder's written safeguarding policy sets out a comprehensive procedure to be followed should a concern arise. Robust checks have been completed to ensure children are cared for by suitable people, including an enhanced Criminal Records Bureau (CRB) Disclosure for the childminder and her assistant. Highly thorough risk assessments are carried out each day to ensure the home is kept extremely safe and secure, and there are very well-considered arrangements in place should an emergency situation occur. Children experience very good levels of direct support and attention because the childminder is mindful to ensure she cares for an appropriate number of children at any one time and organises time outside of her minding hours for maintaining her extensive documentation. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development in the homely environment.

The childminder is very experienced and proactively sources continuous training to enable her to provide successfully for the children in her care. She has high aspirations for the quality of the service she provides and conscientiously reflects upon all areas of her practice. The benefits of completing the Ofsted self-evaluation form are genuinely recognised by the childminder, as she uses the process to establish clear targets for improvement and to reflect on the feedback she receives in annual parental questionnaires. The childminder values regular contact with other experienced childminders during training courses and network meetings, as this enables her to purposefully share good practice ideas to trial with the children.

The childminder is highly committed to ensuring that the provision is fully inclusive for all families. Parents receive an abundance of information about their children's care through the sharing of daily diaries, photographs, newsletters, and rich daily discussions. Comments from parents are highly positive and clearly show that they are pleased with their children's progress at the setting. The childminder has established effective strategies for sharing information with the other early years settings that children attend, ensuring that children's needs are planned for across the different settings, and their continuity of care, learning and development are very well promoted.

## **The quality and standards of the early years provision and outcomes for children**

Children are skilfully supported to make excellent progress across all areas of their learning and development. This is because the childminder has an expert understanding of the EYFS and places emphasis on planning for children's individual interests and developmental needs. Children play in a vibrant, child-friendly and homely environment. They quickly find activities and resources which

capture their interest and offer appropriate challenge to extend their skills, particularly in the well-designed and resourced playroom. Free flow access to the garden is well promoted, where children can enjoy a wide range of physical activities in the fresh air, including the fully enclosed trampoline which is particularly popular. The childminder has proactively identified the use of her garden as an aspect she would like to build upon as the activities she provides outdoors do not always fully embrace all areas of learning. Children are developing strong skills in communication, language and literacy as they delight in sharing their favourite 'frog book' with the childminder. A wide range of resources that are representative of diversity such as dolls, books and posters are provided, helping children to develop an positive awareness of the wider world. In addition, they learn about a wider range of practices as they make traditional Indian Coconut Ladoo sweets to mark the Diwali festival. Children demonstrate an excellent sense of belonging and are very well behaved and polite. The childminder helps them to develop a very secure understanding of the importance of being kind to each other. As a result they happily play together and show concern for others when they are upset.

The childminder is highly skilled in using observations and assessments to effectively track children's progress towards the early learning goals. These formative assessments are collated in a 'learning journey' for each child, along with photographs which add meaning to the rich observations made. The childminder genuinely values the involvement of parents, actively encouraging them to share their children's starting points at the beginning, and welcoming their ongoing contributions to their children's assessment records.

Strong emphasis is placed on inspiring children to lead very healthy lifestyles. There are rich opportunities for children to get involved in making healthy diet choices, and as a result children happily devour the crispbreads, yogurt and raisins they are offered at lunch time. The childminder is committed to planning varied menus that are balanced and precisely tailored to meet children's individual dietary needs. For example, she proactively gathers guidance literature to enable her to cater for the dietary customs associated with different religions. Children feel extremely safe and secure as they play in a highly safe and secure environment. The childminder makes the most of opportunities that inspire children to think carefully about their own safety. For example, she takes time to talk to older children about how and when they should telephone the emergency services, and walks in the local area promotes rich discussions about road safety.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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