

## Inspection report for early years provision

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<b>Unique reference number</b>	250616
<b>Inspection date</b>	20/10/2009
<b>Inspector</b>	Deborah Kerry
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1996 and lives with her family in Great Cornard. The childminder works with another registered childminder and mind's from her co-childminders house. The co-childminder lives with her family in the property. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The property is accessed via a step.

The childminder is registered to care for a maximum of six children at any one time. She works with a co-childminder and together they may care for a maximum of 12 children. There are currently 12 children attending who are within the Early Years Foundation Stage (EYFS) age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

She helps to run a local childminding support group and attends another toddler group regularly. She is a member of the National Childminding Association. The childminder is an accredited childminder in receipt of funding to provide early education.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder and her co-childminder ensure that all children are valued and their individual needs are effectively met. Through the excellent partnerships with parents children in the Early Years Foundation Stage (EYFS) feel safe and secure. Children benefit from the childminder's well-organised and professional approach, ensuring their safety and welfare is fully promoted. A stimulating and creative environment is provided for children whilst they learn through play and where their independence and self-esteem is fully supported. The childminder and co-childminder's practice is effective in ensuring all children are fully included and she has developed good self-evaluation skills to ensure her practice is regularly reviewed and has clearly identified areas of development to ensure continuous improvement.

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

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

- develop further the partnerships and exchange of information with other providers delivering the EYFS to ensure children's learning and development is supported

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

The childminder has a good understanding regarding safeguarding procedures which ensures that children's welfare is a high priority. She has attended training and ensures that local contact information is available. The childminders have completed clear risk assessments for all areas and the equipment for both inside and outside of the home to protect children from potential dangers. She undertakes risk assessments for each outing to ensure children's safety is further maintained. The childminder ensures that the premises are secure and children cannot leave them unsupervised.

The childminder has developed good relationships with the parents of minded children and keeps them fully informed about their child's learning and development through written daily diaries and verbal feedback. Questionnaires from both the parents and children have been completed to ensure that their views are sought on changes and ideas for any improvements can be acted on. Parents regularly review and add comments to their children's learning journey's which ensures that the childminder is kept up-to-date with their individual needs and interests. The childminder has in place a comprehensive range of policies and procedures to support her good practice, she shares these with parents which helps to keep them fully informed about the care and learning she provides for their children.

Through reflective practice the childminders reviews the policies, procedures and the activities on a regular basis, ensuring children's continued progress in their learning and development is supported. She has developed good relationships with other providers delivering the EYFS which children attend and is in the process of establishing ways to regularly exchange information on their needs and interests to support their learning and development. The childminder and co-childminder undertake training together, they have a plan in place which is updated annually and shows what training they have undertaken to develop their knowledge to maintain and support children's continued progress. The childminder has undertaken training to support children with special educational needs to ensure that all children are included and have their individual needs met. The childminder holds an appropriate early years qualification, she is an accredited childminder and has to undergo regular checks to ensure she maintains her high standards for continued funding for early education. The childminder has undertaken training on the EYFS to ensure that children's learning and development is fully supported.

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

Children have their nutritional needs fully met as they are provided healthy options for snacks. Children select from a range of fresh fruit to eat. For example, they taste strawberries, grapes, Satsuma's and pineapple. The childminder has in place clear guidelines to follow around food hygiene to prevent any cross-contamination. She works with another childminder and they each take responsibility for either

nappy changing or preparing food to ensure high standards of hygiene are maintained. Children have developed a good understanding on why they need to wash their hands after using the toilet and before eating. Children's health and medical needs are fully supported through the range of policies and procedures the childminder has in place. Children access a range of equipment in the garden, they run, ride on bikes and climb on the climbing frame, this helps to promote their physical development well. Children are learning how to keep themselves safe through regular practises of the emergency evacuation procedures. They understand that they wear wrist bands or badges when on outings with the childminder's contact details on to help keep themselves safe.

Children are making excellent progress in all areas of learning through a balanced range of adult and child-led activities. The childminder adapts activities to children's individual ideas and needs which ensures their interests are noted and fully supported. Children take part in a range of activities to develop their understanding on the wider world. They acknowledge a range of different cultural festivals to develop their understanding on others beliefs. Children have created clay candle holders for Diwali, they then choose what colours they will use to decorate their pots. The childminder supports children's independence, they help to set the table for snack and she sounds out the different letters of children's names printed on the table mats to promote their understanding on literacy and early reading skills. Children use a box as a hat and talk about how tall this makes them, they say that they can reach the ceiling. This promotes their understanding on size and measurements. Children are provided with a range of resources to support their mark making and early writing skills.

The childminder works with another childminder and takes overall responsibility for planning activities for children's learning and development. The childminders spend time each day together discussing children's achievements and make decisions on what activities to provide to support their progress. The childminder's co-childminder has overall responsibility for the organisation of the documentation for their co-minding practice. Each child is assigned a key person and the co-childminders work closely together to ensure that children's individual needs are met. The childminders undertake observations on the children's progress together and have identified the next steps in their learning. This is clearly linked to the six areas of learning and the developmental scales to show how children are progressing towards the early learning goals.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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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