

## Inspection report for early years provision

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<b>Unique reference number</b>	EY321576
<b>Inspection date</b>	20/01/2010
<b>Inspector</b>	Gill Thornton
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2006. She lives with her partner and two children aged 11 and eight in Carlton Colville near Lowestoft in Suffolk, close to shops, parks and local schools. The whole of the ground floor of the property, and upstairs bathroom, is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four 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 in this age group all on a part-time basis. She also offers care to children aged over five years to 14 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register

The childminder walks to local schools and pre-schools to take and collect children. The family has a pet rabbit.

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

Overall the quality of the provision is good.

Overall children's individuality is recognised and nurtured by the childminder who has a good knowledge of their backgrounds, family circumstances and interests. This leads to effective continuity of learning enabling all children to generally make good progress in their learning and development. The childminder follows appropriate procedures to ensure children's safety and welfare. She demonstrates a commitment to continuous improvement and reflects on her practice to ensure priorities for improvement are accurately targeted.

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

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

- review planning to further incorporate individual children's next steps in learning and development
- review security of the back garden to prevent anyone gaining unauthorised access.

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

The childminder has a good knowledge and understanding of her legal duties and responsibilities regarding child protection issues and she keeps up-to-date with current procedures through regularly attending safeguarding children training. The childminder takes appropriate steps to minimise hazards to children within her home and the local community, carrying out and recording necessary risk

assessments to ensure their safety. She supervises children closely and ensures her home is secure so that children cannot leave unsupervised. The garden gate is kept bolted, although unauthorised people could gain access to the garden as it is possible to reach over the gate and undo the bolt.

The childminder provides a service that is inclusive for the children that attend and ensures they get the support they need to make good progress. She obtains detailed information from parents to help children settle and to ensure she is able to effectively meet their health and welfare needs. Children's care and learning are supported 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. The childminder is in the process of establishing formal arrangements with other providers delivering the EYFS in order to share children's records of progress to contribute to continuity of learning and development.

Parents praise the childminder for her high standard of care and the safe environment provided. The childminder identifies her own training needs and generally recognises the strengths and weaknesses of her provision, for example, she is in the process of involving parents more fully in their children's learning. She compiles meaningful learning journeys as a system of observation and assessment to help her plan for children's next steps in their learning and development. However, the information from observations is not always used consistently to plan for individual children's progress towards the early learning goals. The childminder generally makes good use of incidental opportunities to support and promote learning. Her home is well-organised and she makes effective use of space and resources to support children's progress and development.

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

Children are happy and well-settled in the childminder's comfortable family home. Good quality interactions and well-established routines help children develop a strong sense of belonging and become confident and secure in the childminder's care. The childminder knows the children well and ensures their current interests are reflected in the wide range of good quality toys provided. She joins in with children's play and follows their interests to promote their enjoyment and extend their thinking skills. For example, while helping a child build a zoo out of plastic bricks encouraging them to consider how they can make it big enough for an elephant.

The childminder is sensitive towards each child's individual personality and acknowledges and respects their insecurities to help them develop their confidence and self-esteem. She provides them with access to an interesting range of craft activities, such as making clocks out of paper plates. She plans activities based around general themes and seasons, such as playing doctors and nurses, planting bulbs or linked to festivals and celebrations. Children enjoy taking part in cooking activities, such as making their own pizzas. They engage in a range of physical play activities and enjoy outings into the local community such as to parks, soft

play centres and the beach. As a result they develop their understanding of the importance of physical exercise as part of a healthy lifestyle.

Children have access to a good range of resources and toys reflecting a positive view of the diversity of the wider world. They enjoy listening to music and singing along to their favourite songs and rhymes. The childminder uses positive strategies to help children learn to take turns and help consider the views and feelings of others. Children are developing their understanding of safe practices and how to keep themselves safe. Overall children make good progress towards the early learning goals given their starting points and capabilities.

## 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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
The extent to which children adopt healthy lifestyles	2
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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