

## Inspection report for early years provision

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<b>Unique reference number</b>	EY314895
<b>Inspection date</b>	11/05/2010
<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.

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 2005. She lives with her family in Halesworth, close to shops, parks and the local school. The whole of the ground floor of the property and the first floor bathroom, is used for childminding. There is a fully enclosed garden for outdoor play. The property is accessed via a low step.

The childminder is registered to care for a maximum of five 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 12 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school. The family has two dogs, two rabbits, a tortoise and fish in a tank.

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

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is supported well by the childminder. The childminder ensures that all her policies and procedures that support her good practice are shared with parents. Children's independence and self-esteem are promoted in an environment where they learn through play. She ensures that all children are included and can participate in the activities provided. The childminder has undertaken a review of her practice and has put in place positive changes to benefit children's learning and development.

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

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

- develop partnership working further to provide opportunities for parents to share in their children's learning through adding comments to their children's learning journey and consider ways of liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care
- develop the use of risk assessments further to include each individual outing and the action required to minimise any potential risks to children.

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

The childminder has in place clear policies and procedures regarding safeguarding children to ensure children's welfare is fully supported. The childminder has attended safeguarding children training to develop her knowledge on the steps to

follow should she have concerns about the welfare of a child. The childminder completes a daily checklist for all areas both inside and outside of the home. This ensures that any potential hazards do not pose a risk to children. She has completed written risk assessments for major outings. However, these are not in place for routine outings to the shops or the school run which may compromise children's safety. The childminder regularly practices the emergency evacuation procedures with minded children. This helps children to develop an understanding on how to keep themselves safe.

The childminder keeps parents informed on her good practice through sharing the range of written policies and procedures she has in place. The childminder shares the children's learning journey records with parents so they are kept fully informed about their child's progress. However, they have not yet added comments about their child's learning at home to ensure that the childminder is able to support their individual interests fully. Children who have recently started at pre-school are fully supported by the childminder with the transitions to help them settle. Relationships with the children's key person at pre-school are not yet fully established so that information can be exchanged to promote progression and continuity of care. Through the newsletters the childminder knows the topic and themes the pre-school undertake to allow her to support children's learning.

The childminder has received support from the local authority to review her practice. As a result there is a clear defined action plan in place for ongoing developments and improvements. The childminder has undertaken training on observations and assessment and the Early Years Foundations Stage. This has increased her knowledge in supporting children's learning and development. She has put in place learning journey records for the children and has begun to identify their next steps and to link the observations to the six areas of learning. This helps to show that the children are enjoying a range of activities to cover a broad curriculum and meet their interests.

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

The childminder ensures that children are well cared for and their nutritional needs are fully met as she provides a range of fresh fruit for snacks. The childminder cooks meals and she ensures that these are nutritionally sound and meet children's individual dietary requirements. This helps them to develop an understanding of what foods to eat to promote their health. Children have developed a good understanding of why they need to wash their hands to ensure they are clean, after using the toilet and before eating. Children's health and medical needs are fully supported through the clear policies and procedures the childminder has in place.

Children access equipment in the garden. They can run, climb, slide and are supervised when jumping on the large trampoline behind a safety net to promote their physical development well. Children are taken on regular outings within the local area to develop their knowledge of the environment and the wider world. Children are learning how to keep themselves safe when on outings as the

childminder teaches them about road safety. The childminder reads stories to children. This helps to develop their understanding on literacy and promotes their interest in books and reading. The childminder encourages communication and interacts well with children to develop their speech and language. They 'chat' confidently with her and can make their needs known through their developing vocabulary. The childminder provides children with a range of activities around other cultural festivals throughout the year. This helps children to develop an understanding on the belief and celebrations of others.

The childminder provides resources and activities around children's individual interests. She undertakes regular observations to record children's progress and development. She includes photographs of children participating in activities and these are included in their learning journey records. This allows parents to see the different activities that children undertake when in the childminder's care. The childminder provides children with a range of activities for both inside and outside of the home. For example, they have planted fruit bushes and the children are learning to care for them. This supports children's knowledge on their environment, how things change and when ripe, they can taste different fruits. Children's independence and self care skills are promoted as they are learning to wash their hands before they eat snacks and meals.

## 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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### 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	2
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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