

## Inspection report for early years provision

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<b>Unique reference number</b>	EY297858
<b>Inspection date</b>	22/06/2010
<b>Inspector</b>	Deborah Kerry
<b>Type of setting</b>	Childminder

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 2004. She lives with her family in a small village near Bury St Edmunds in Suffolk. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden for outdoor play. The property is accessed via a step.

The childminder is registered to care for a maximum of four children at any one time. There are currently two children attending who are within the Early Years Foundation Stage age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends the local parent and toddler group and takes children on picnics and to the local park.

The family have a dog, three cats, several rabbits, two guinea pigs and fish.

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

Overall the quality of the provision is good.

The childminder ensures that children's welfare, learning and development are fully supported and their individual needs met well. The childminder ensures that she works closely with parents so that all children's individual interests and needs are understood. This helps children to feel secure and to develop close relationships with the childminder. The childminder has clear systems in place to monitor her practice to ensure children's health and safety are fully promoted. She has begun to implement procedures to support the learning and development of children in the Early Years Foundation Stage.

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

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

- develop further the observations and the systems for monitoring children's progress so the next steps in their learning can be identified and ensure that they are linked to the six areas of learning
- develop partnership working to provide opportunities for parents to share their children's achievements from home and add comments to their observational records.

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

The childminder has a good understanding regarding safeguarding procedures to ensure that children's welfare is a high priority. She has attended training and ensures that this is regularly updated so her knowledge is fully maintained. Written policies clearly state the steps to take should she have concerns about the welfare

of a child. The childminder has clear risk assessments in place for all areas and the equipment, for both inside and outside of the home. This reflects the childminder's commitment in maintaining children's welfare and safety. She undertakes weekly and monthly checks for different areas in the home and garden and to maintain the cleanliness of resources and equipment. Risk assessments for each outing are completed, ensuring children's safety is maintained when away from the home. The childminder ensures that the premises are secure and children cannot leave them unsupervised. Children practise the evacuation procedures on a regular monthly basis. This is effective in helping them to learn how to keep themselves safe in an emergency.

The childminder has developed good relationships with the parents of minded children. This helps children to feel settled and secure when in her care. She keeps parents fully informed about their child's learning and development through daily verbal feedback. The childminder has in place a range of policies and procedures to support her good practice which she shares with parents. Children are able to self select resources as the childminder ensures that they are stored within their reach. This promotes their independence and ensures that all children are able to make choices about what they play with. Children's observation records have not yet been shared with parents, so they can add comments on their child's achievements at home to ensure that the childminder is kept fully up to date with any changes. The childminder has discussions with other practitioners of settings that minded children attend to exchange information and ensure that she is kept updated on their interests, learning and development needs.

The childminder has reflected on her practices and has implemented procedures to support the learning and development of children in the Early Years Foundation Stage. Parents have provided positive written feedback on the care and learning that the childminder provides for their children. This can then be used to implement any changes or suggestions to improve her practice. The childminder has in place monthly checks to ensure her practice promotes children's health and safety.

## **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 fully met, as she shares her healthy eating policy with parents. She ensures that food provided by parents is stored appropriately. Children's independence is fully supported as they are able to manage their own toileting needs. The childminder has in place policies and procedures to effectively promote children's health and medical needs. Children have access to physical play each day. They are taken on walks to the park and use large play equipment in the garden to promote their physical development well. Children know that they need to wash their hands before eating and after using the toilet. This helps them to develop an understanding of good hygiene practices and how to keep themselves healthy. Children are taken on regular outings within the local community to develop their understanding on the world around them and their environment.

Children enjoy playing with dough, they use rollers and cutters to mould and make different shapes. The childminder joins in with the play and asks questions about what they are making. She talks about how long the snake that she made is, in order to promote children's knowledge around size and measurement. Children are able to independently count how many pieces of dough they have cut. This shows that they are learning about numeracy and problem solving. Children are learning respect for their environment and resources as they help to tidy away when they have finished playing. The childminder encourages children to say 'please and thank you' to help them develop good manners. Children's self care skills are promoted as they can manage their own toileting needs and are encouraged to wash their hands afterwards and when they have finished feeding the dog. Children are learning how to take care of living things as they enjoy feeding the childminder's pets. Children learn about capacity and volume as they play with water and sand. They fill and empty containers, add water to the dry sand so they can create sand castles. This helps them to develop an understanding on similarities, differences and changes.

Children undertake a range of activities to support their knowledge on the beliefs of others throughout the year. Children have access to resources that reflect positive images on diversity to help develop their understanding on the cultures of others. The childminder has begun to undertake observations on children in the Early Years Foundation Stage. She records the activities they do and what they have achieved. However, the next step in their learning has not yet been identified and they are not currently linked to the six areas of learning. This could hinder their ongoing progress and 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*

### 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	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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