

## Inspection report for early years provision

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<b>Unique reference number</b>	EY387746
<b>Inspection date</b>	18/06/2010
<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.

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## **Description of the childminding**

The childminder was registered in 2009. She lives with her family in Newmarket. The whole of the ground floor is used for childminding and there is a secure enclosed garden for outside physical play. The property is accessed via a step.

The childminder is registered to care for a maximum of three children at any one time. There is currently one children attending who is in 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 family pets are a dog, a cat and fish in pond in the garden.

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

Overall the quality of the provision is good.

Children's welfare, learning and development are successfully promoted as the childminder has a good understanding of their individual needs. The childminder has developed close relationships with children's parents to help children feel secure and settled. The childminder has a range of policies in place to support her good practice, although some of the procedures have not yet been put into practice. The childminder organises her home so that all children feel welcome and can access resources easily. The childminder is beginning to review her practice and is keen to attend further training to help support children's ongoing learning and to improve her practice.

## **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 their children's achievements from home and add comments to their progress records
- develop resources, activities and play opportunities further so that children can develop an appreciation of diversity and show respect for the beliefs and cultures of others.
- develop further the observational records on children so that the next step in their learning can be identified
- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved.

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

The childminder has clear procedures in place to ensure that children's welfare is supported well. The childminder has attended safeguarding children training to

develop a good understanding to ensure children's welfare is fully supported. She has all the information from this training to refer to should she have any concerns for their welfare. The childminder has completed clear risk assessments on all areas of her home. This ensures that any potential risks to minded children are inaccessible and that their safety is promoted well. The childminder has clear, written risk assessments in place for all outings children are taken on. This further promotes children's safety when they are outside of the home. The childminder has in place clear procedures for the emergency evacuation of her home. However, these have not yet been practised with minded children to help them develop an understanding on how to keep safe.

The childminder has developed good relationships with parents and she ensures that all her policies and procedures are shared with them. This helps to keep them informed about her practice and the service that she provides. Parents have provided the childminder with written feedback on her good practice. This enables her to reflect on her practice to ensure that she provides for the individual needs of children and parents. She regularly records children's achievements and development in individual progress records, which are shared with parents. This helps to keep parents fully informed about their children's ongoing learning. However, parents have not yet added any comments to their child's progress records to show that they are fully involved with their children's learning and development. The childminder has some resources in place to help children learn about diversity. Children undertake some activities around different Christian celebrations, but there are limited activities provided for them to develop a positive understanding of peoples' differences, other cultures and their beliefs. The childminder is beginning to undertake outings within the local community to promote their understanding on the world around them and their local environment. Resources are fully accessible to children as the childminder organises her home to enable children to make choices. When children start to attend other settings, the childminder is keen to establish systems to exchange information to support children's ongoing learning and development.

The childminder regularly reviews her practice and is keen to implement new ideas and activities to help support children's learning and development. All written policies and procedures are signed and dated so they can be reviewed annually, to ensure that they remain up to date and reflect any changes in legislation. She is keen to develop her knowledge and understanding of child development through attending further early years training. The childminder is beginning to plan a range of activities and weekly outings for minded children to help support their all round learning and development.

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

Children receive a range of healthy foods to promote their health and meet their individual dietary requirements. All food provided by parents is stored appropriately to further promote children's good health. Children access the garden on a regular basis for outside play; where they confidently run and jump, ride in cars and take turns to push each other. Children enjoy chasing and trying to catch bubbles that

the childminder blows for them. This encourages them to participate in play that promotes their physical development and good health. The childminder takes children on regular outings to the park to help develop their social skills as she meets up with friends and to promote a healthy lifestyle. She teaches children about road safety when they are out walking so they can learn how to keep themselves safe when outside of the home.

Children are settled in the childminder's care. She provides resources that are easy to reach so that children can make choices about what they play with. Children are developing their independence well as they demonstrate confidence in meeting their own toileting needs. Children enjoy building with bricks. The childminder talks to children about the different size of the cars they play with and uses effective questioning to extend their learning. This helps to promote children's understanding of size and develops their thinking skills. Children choose books to look at; they point and talk confidently about the pictures they can see. This develops their understanding of written language and supports their early reading skills. Children use pencils to draw and colour their pictures well. This helps develop pencil control in readiness for writing. The childminder teaches children to share and take turns with resources; children are encouraged to develop good manners, as they say 'please and thank you'. The childminder provides children with clear expectations and 'house rules' to encourage positive behaviour

The childminder undertakes regular observations on each child and includes photographs of the children; these records reflect the range of activities and outings children participate in. These observations are clearly linked to the six areas of learning. This shows that children have access to a varied range of activities to support their learning and development needs well. However, the next steps in their learning, have not yet been identified to fully support their ongoing learning and progress. The childminder knows minded children well and ensures that resources meet their interests and supports their learning needs well.

## 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	3
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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met