

## Inspection report for early years provision

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<b>Unique reference number</b>	EY403048
<b>Inspection date</b>	15/07/2010
<b>Inspector</b>	Lynn Amelia Hartigan
<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.

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## **Description of the childminding**

The childminder has been registered since 2009. She lives with her husband and one child aged 21 months. They live in a house in Needham Market, Suffolk. All areas of the property are used for childminding with the exception of the master bedroom. There is a fully enclosed garden available for outside play. Access to the childminder's home is via a low step.

The childminder is registered to care for five children at any one time and is currently minding three children. One of the children is within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children's individual needs are promoted well as the childminder has good policies and procedures that underpin her practice, enabling her to care for children in an inclusive environment. The childminder clearly demonstrates that information regarding the children's individual routines and development is available and used to support their learning. Good observations of the children enable the childminder to effectively plan for the children's next steps. The childminder continues to develop systems which enable her to identify areas for improvement and to raise standards. The childminder oozes enthusiasm and her commitment toward self-evaluation and training demonstrates that she strives for excellence.

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

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

- ensure self evaluation clearly identifies specific areas for future improvements in practice, and the impact on outcomes for children
- develop/extend opportunities for babies and younger children to explore and experiment with natural materials

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

The childminder effectively promotes the children's learning and welfare, as good opportunities for learning and fun activities are provided within the home. The childminder is familiar with and aware of the requirements of the Early Years Foundation Stage and is enthusiastic to complete training wherever possible, to support her knowledge. The childminder has managed to secure a place and funding to complete a level three qualification. As a result children will be cared for by an experienced and qualified practitioner. The childminder is confident and fully

understands her responsibilities with regard to safeguarding children. Appropriate guidance and up-to-date legislation is at hand should there be any concerns regarding any child's well-being.

The childminder is vigilant within the home to ensure the children's safety at all times and good risk assessments are in place. Visitors are required to sign a visitors book and are introduced to the children to ensure they are familiar and comfortable in their company. The childminder is fully aware that members of the household who require suitable checks have completed these, to ensure the children's safety is never compromised.

As a result of the childminder's motivation and enthusiasm to provide a high quality standard of care, children appear happy, secure and contented within the home. The childminder continues to develop systems to regularly evaluate her practices and values parents' contributions to assist her in the self-evaluation process. Good relationships with the parents ensure they are fully informed about every aspect of care offered to their children. The childminder is able to confidently discuss her systems for evaluation, however the outcomes for children are not yet clearly documented within the self-evaluation process. The childminder continually researches for new ideas and opportunities the children in their learning and development.

The childminder utilises the space within her home both indoors and outdoors effectively creating a welcoming and child-friendly environment. Children have use of a dedicated playroom that is bright and very welcoming. Toys and resources are labelled and easily accessible, enabling children to self-select and initiate their own play. The childminder manages her time effectively and provides children with good individual care and attention. Children are treated with equal concern within the childminder's home. For example, children's individual routines are discussed with the parents and their needs maintained as the childminder has a very flexible approach to minding. They have the opportunity to complete an 'All about Me' booklet and are encouraged to add to this during their time with the childminder, making them feel special and giving the childminder a useful insight into their individual family background.

The childminder demonstrates a commitment to caring for children in an inclusive provision whereby every child is unique and speaks intuitively of the children in her care. Some good toys, posters, books and resources are available that reflect diversity and continue to be developed.

The childminder has developed a good system of documenting the children's initial assessment with the parents, and their continuous development, clearly identifying the children's next steps. As a result of the childminder developing good partnerships with other professionals, children receive continuity of care and support regarding their learning and developmental needs.

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

Children are comfortable and happy in the company of the childminder. They happily and confidently say goodbye to their parents and engage in an activity. Their welfare, learning and developmental needs are met to a good standard. Children are supported by the childminder to enable them to develop and make progress in their individual development. Young children initiate their own play, selecting toys from a wide variety available to them. For example, enjoying a creative activity, selecting pens and colouring a favourite picture and making early attempts at mark making. Children take great pride in caring for their own vegetables they have grown, they have prompts in the playroom and the garden reminding them to water their produce. They excitedly watch their pumpkins develop, in preparation for Halloween celebrations.

They play happily with bowls of water, washing their dolls and dressing them. They enjoy playing shops using large boxes and real fruit and vegetables. However there are limited opportunities for children to explore and discover natural materials regularly. The childminder has developed a good system to record the children's development using observations and photographs. Children's progress and achievements are documented within their own files. A selection of their art work is also kept and displayed around the home. There are coat pegs and a shoe basket labelled and exclusively for the children to leave their personal belongings, creating a sense of belonging.

It is evident that children feel and are safe within the childminder's care. They are reminded and are beginning to understand about keeping themselves safe. The childminder emphasises the importance of this when out walking, discussing road safety. A fire evacuation plan is displayed for the children and is available to the parents. Snacks and healthy meals that are nutritious are offered, and a weekly menu is available to parents. Children enjoys bowls of raisins and plain biscuits, sitting happily together whilst eating. They also have fun having indoor picnics on a blanket.

Effective use of praise and encouragement enables children's self-esteem to develop and children are confident and secure in their environment. Children are able to develop skills for the future as the childminder discusses the importance of recycling, composting. Children learn about the use of money as they purchase items in the shops and they have opportunities to access some technology, such as programmable toys and a computer. They look at books which portray the wider world and develop social skills when they attend toddler groups and meet with other children. Opportunities to learn about other people's cultures and differing needs are promoted well and some positive images and resources depicting differences are available to the children. They also take part in fund raising events such as a 'Big toddler Walk' which raises money for Barnados.

## 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	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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