

## Inspection report for early years provision

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| <b>Unique reference number</b> | 250964        |
| <b>Inspection date</b>         | 16/12/2010    |
| <b>Inspector</b>               | Lynn Clements |
| <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 was registered 1998. She is registered to care for a maximum of six children under eight at anyone time, three of whom may be in the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently caring for six children, four are in the early years age group and two are older children.

The childminder lives with her husband and two children aged 17 and 12 years. They live in a residential area of Mildenhall, Suffolk. The whole of the premises, with exception of two rooms upstairs, is used for childminding and there is a fully enclosed garden available for outside play. The family have a pet dog.

The childminder is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is outstanding.

The childminder has an exceptionally well developed knowledge of each child's needs enabling her to successfully promote their welfare and learning to a high standard. Children are really safe and secure within this warm family environment and they very much enjoy learning about the local area and wider world around them. Partnerships at all levels are excellent and significant in making sure that the needs of all children are met, along with any additional support needs. This attention to detail means that children make excellent progress, given their age, ability and starting points. The childminder regularly assesses the service she provides and clearly identifies priorities for development to ensure that she maintains continuous improvement and responds exceedingly well to all user needs.

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

To further improve the high quality early years provision the registered person should consider:

- develop planning systems in order to further promote a sustained learning environment, flexible to adapt to circumstances and which continues to support and lead powerful learning for all children.

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

The childminder has a comprehensive awareness of safeguarding issues and regularly updates her training to ensure that she can identify concerns and make effective referrals where necessary. She clearly understands the importance of Criminal Record Bureau checks and never leaves children unsupervised with adults who have not been checked. Clear systems are in place to record visitors to the setting and children's hours of attendance, this makes sure that the childminder is able to safely account for all grown ups and children in her setting at any time. This means that all children are very well protected and safeguarded in this setting. Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. The childminder has high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. The childminder has a clear and achievable plan for self-evaluation and as she takes account of parents', carers', grandparents' and children's views, she is able to adapt her service and meet their specific care requirements. The childminder has clearly identified areas which she wishes to develop further. For example, she aims to further improve her extremely good planning systems, to refine and pinpoint future planning for each child in order to maintain a streamline, flexible record which can be used even more effectively in her own setting or when they are out and about together. Comprehensive policies and procedures are implemented consistently and all records and permission required by legislation are in place and maintained robustly to ensure that any concerns are prioritised and dealt with effectively.

Equality of opportunity is at the heart of the childminder's work and she makes sure that all children are well integrated in her home. The childminder uses her knowledge and skills to effectively help children to learn about and understand the society in which they live. There is no bias in her practice in relation to gender, race or disability. The childminder works collaboratively with parents and other key agencies which clearly impacts positively on all children. Those who work with them take a unified approach which affords the children great continuity of care and learning opportunities. Furniture, equipment and resources are of high quality and suitable for the ages of the children to support their learning and development. The childminder's home is conducive to learning and safe; it is managed very well and carefully looked after. Children clearly benefit and thrive as a result of the setting they are in. The childminder is taking well-considered steps to ensure resources and her environment is fully sustainable.

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

Children are eager to attend and make significant gains in their learning. Children demonstrate outstanding progress in developing the skills that will help them in the future. Children play a dynamic role in their own learning and wherever possible, offer their ideas. For example, deciding together where they will spend the

afternoon, either at the soft play centre, where they can use their bodies and develop physical skills on a larger scale than is possible indoors or at the messy play group where they can build further on their imagination and creative skills. During the inspection children show high levels of concentration as they join in role play games, taking the time to make pretend meals for each other and the childminder. They think about safety whilst playing their imaginary games, talking about being careful with the 'hot tea' or learning that doll buggies are only really for the dolls and not for growing children. They create Christmas cards and stockings, decorating them using their own design ideas and using resources from the wide range of creative media, such as glittery stickers, snowy cotton, glue and crayons. Children show tremendous pride in their achievements, proudly displaying their finished creations and using their literacy skills as they sound out the letters in their name and write these on their own creations. Children are confident communicators, talking to the childminder and each other about the things they like to do with their families, such as attending the childminder's recent birthday party or how they enjoy wrapping up warm and playing in the snow then having hot chocolate afterwards to thaw out.

The childminder provides a highly stimulating and welcoming environment which fully reflects the children's backgrounds and wider community. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all the children extremely well. Assessment through high quality observations is rigorous and the information gained, is used very effectively to guide planning. The childminder's teaching approach is rooted in a very clear knowledge of the learning and development requirements and a full understanding of how young children learn and progress. As a result, children's progress in specific aspects of the curriculum, such as communication, numeracy and development in information and communication skills are exceptionally good. Children work extremely well independently using their own initiative and developing excellent skills in working alongside their peers. They are fully equipped with fundamental skills they can use to extend their learning. All children are valued and their behaviour is exemplary as they show an excellent awareness of responsibility within the childminder's setting.

Children demonstrate an exceptional understanding of the importance of following good personal hygiene routines. They are fully involved in learning about healthy eating and clearly make healthy choices at snack and meal times. Children fully participate in a wide range of physical activities, both indoor and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They have ownership of their health and well-being and demonstrate they are well informed about healthy living. Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and other's safety. They safely use a range of tools and equipment within the setting and know how to handle these in order to keep safe. All children show a strong sense of security and feel safe in the childminder's home. Their standards of behaviour are excellent and they clearly know how to behave and respect the house rules they devise with the childminder in order to keep themselves and others safe.

## 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

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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## **Annex B: the Childcare Register**

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| 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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