

## Inspection report for early years provision

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<b>Unique reference number</b>	251291
<b>Inspection date</b>	27/01/2011
<b>Inspector</b>	Lynn Smith
<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.

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 1989. She lives with her husband in Shotley Gate, near Ipswich. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with an assistant she can care for five children in the early years age range. There are currently six children attending who are within the Early Years Foundation Stage, some of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She holds a quality assurance award.

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

Overall the quality of the provision is outstanding.

Children's welfare, learning and development needs are met to an exceptionally high standard. The childminder demonstrates superb knowledge of the children in her care and their individual and differing requirements. She provides an extensive range of planned and freely-chosen play opportunities for children which enables them to have fun, learn and explore. The childminder embraces all aspects of the Early Years Foundation Stage proficiently and regularly reviews and evaluates the provision she offers to identify any weaknesses or areas for improvement.

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

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

- making use of training made available by the local authority and other sources to extend knowledge and understanding of the Early Years Foundation Stage.

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

Children are expertly safeguarded through the childminder's concise and effective safeguarding policies. She ensures that her knowledge of safeguarding issues is updated and maintained through appropriate training. The childminder's

procedures effectively ensure that all other adults working within the setting demonstrate accurate knowledge regarding their responsibilities to protect children. Children play in an extremely safe and secure environment as the childminder effectively risk assesses her home and outings. All adults who have contact with the minded children have been appropriately vetted and proof of their clearance is available for parents to view.

Parents and other adults working within the provision are actively involved in the childminder's effective self-evaluation process. The systems in place enable the childminder to review, monitor and evaluate her provision on a regular basis. She works very closely with another childminder and shares good practice ideas and issues with her. The childminder regularly works with an assistant. Between them they strive for perfection and demonstrate great ambition and drive. The childminder's self-evaluation process has identified an opportunity for the childminder to extend her knowledge of the Early Years Foundation Stage with regards to delivering the learning and development aspects of it.

The childminder's home is very child friendly, offering good amounts of clear floor space in the conservatory, lounge and dining room. The converted garage provides a superb playroom which is effectively presented with an exciting and extensive range of toys and play materials. The childminder and her assistant offer children excellent interaction and support them to a very high standard throughout their day. Both adults are firmly committed to updating and renewing their childcare knowledge and qualifications through additional training. Superb procedures are in place to promote equality and diversity and the childminder demonstrates extensive knowledge of the children in her care and their individual requirements. She provides children with an exciting selection of toys, books and resources which reflect our multi-cultural society and encourage open discussions about people's differing needs.

The childminder works extremely actively with other settings and providers of early years provision. She takes children to the local pre-school and uses her links to develop a consistent and extremely open relationship between herself and the children's key persons. She works well with the reception teacher at the local school and regularly takes children to an activity session organised by the school to aid transition. Parents are provided with extensive and clearly written information about her service, the range of activities she offers and her policies and procedures. They play a very active role in their children's learning and development as they view the children's learning journeys on a regular basis and provide written feedback on their children's progress at home.

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

Children thoroughly enjoy their time at the childminder's home. They enthusiastically participate in an extensive range of activities. For example, they excitedly demonstrate their hand-eye coordination and skills as they roll and cut shapes from play dough. They talk confidently about the colour of the dough and

the shapes they are cutting. When their interest in the dough fades they move to the playroom to participate in putting together a selection of interesting puzzles. They giggle excitedly as they achieve them. The train track is next on the children's agenda. They work well together deciding on which shape the track should be and finding all of the necessary sections. Once constructed they race their individual trains around the track with shouts of 'oh no' when two trains collide. Younger children have fun exploring the exciting toys and natural materials available to them. They vocalise excitedly and enjoy the reaction they receive from the adults caring for them. The childminder has extremely effective systems in place for observing the children's play and learning. She uses her observations well to plan for children's next steps in learning and to adapt activities which will enable all children to make progress at their own pace. Each child has an exciting learning journey which contains written observations, photographs and examples of their creative work.

Children are, and feel, extremely safe within the childminder's care. They wander very confidently around the home, making excellent use of the areas available to them. They clearly understand the childminder's simple house rules such as not running around indoors. When sitting at the tall breakfast bar stools they know that they need to sit carefully and to ask for help to get down if they need it. Children develop excellent knowledge about keeping safe outdoors as the childminder carries out regular activities to help them to remember guidelines for crossing the road safely. Children are extremely fit and active as they have regular opportunities to experience fresh air and exercise. The childminder offers a safe and fully enclosed rear garden containing a good amount of physical play equipment. Children also have daily opportunities to run around the large field situated next to the childminder's rear garden. The childminder tailors the children's day according to their moods and needs. If she feels that they need to 'let off steam' she changes the activity to an outdoor one and encourages the children to run and jump around in the extended area. Children understand the importance of hand washing and following the childminder's other clear hygiene practices. They are very actively encouraged to enjoy healthy snacks and meals and to drink water or milk. Drinks are available at all times and the childminder ensures that children stay well hydrated by offering younger children their cups and by making the older children's drinks readily available.

Children are extremely well behaved within the childminder's care. They care for each other and enjoy each other's company. They are encouraged to play together and to share the toys and resources through effective turn-taking games. The childminder offers constant praise and encouragement to the children to promote their confidence and self-esteem. Well-planned activities enable children to develop their knowledge of other people's differing needs, cultures and religions. They freely access toys and play materials which enable them to discuss issues of diversity and equality. Children are very actively engaged in activities which enable them to develop superb skills for the future. They are encouraged to write and to form recognisable letters as they are provided with excellent mark-making materials. They enthusiastically use numbers in everyday activities and talk about shapes and colours through play experiences. They participate in a huge range of outdoor experiences which enable them to develop knowledge of their local area and attractions.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<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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### Outcomes for children in the Early Years Foundation Stage

<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**

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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