

## Inspection report for early years provision

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<b>Unique reference number</b>	250905
<b>Inspection date</b>	02/03/2011
<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.

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## **Description of the childminding**

The childminder was registered in 1993. She lives with two adult children and one other adult in Ipswich. The whole of the ground floor of the property and one bedroom and bathroom on the first floor 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 five cats and two rabbits.

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. There are currently two children attending who are within the Early Years Foundation Stage, both 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. The childminder has provision to support children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

## **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 uses her many years of experience to provide the families in her care with a warm, consistent and professional childminding service. She effectively embraces the Early Years Foundation Stage and has superb procedures in place for observing, evaluating and recording children's play, learning and development. The childminder reviews her provision through a robust self-evaluation procedure which enables her to clearly identify her strengths and any areas for future improvements. She embeds ambition and strives for improvements in all aspects of her childminding provision.

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

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

- improve the range of resources to support children's opportunities to develop positive attitudes to diversity.

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

Children are well-protected through the childminder's rigorous safeguarding policies and procedures. She undertakes regular safeguarding training to ensure that her knowledge is current. Her well-presented written safeguarding policy

supports her practices and informs parents of her roles and responsibilities. All adults living on the premises have been appropriately checked and proof of their clearance is held on file.

A continuous review and evaluation of the childminder's service ensures that her setting keeps abreast of changes in the childcare world. She considers her practices each day and makes any necessary changes to her working practices. Parents are asked to play an active role in the evaluation process by sharing their thoughts and feedback with her. The childminder maintains her high standards and further develops her provision through rigorous planning to promote improvements. The childminder's self-evaluation process has identified aspects of her provision which she intends to further develop. This is with regards to the range of resources available which reflect diversity and equality.

Children are provided with an extensive range of toys and play materials within the childminder's home and garden. These are presented in well-organised storage containers within the dedicated playroom. Children are able to make clear choices over their play indoors or outdoors as the playroom leads directly out to the rear garden. The childminder supports children's welfare and learning needs superbly, interacting effectively with them and encouraging their skills and independence. The childminder demonstrates a firm commitment to updating her knowledge through training courses, workshops and by meeting with other childminders and childcare professionals. Her extensive and current knowledge ensures that children are cared for by a caring, professional and pro-active childminder. Every child matters within this childminder's care and her rigorous procedures for promoting equality and diversity ensure that her provision is fully inclusive and offers equal chances and opportunities to all of the children in her care.

The childminder works very effectively with other childcare professionals. She builds good links with agencies through her attendance at sessions organised by the local Children's Centre. She works in partnership with other settings attended by the minded children and has clear and effective procedures for sharing information about the children's learning and development. Parents are an extremely important aspect of the childminder's provision. She works extremely closely with the parents of the children she cares for supporting the whole family as well as the minded children. Very clear written information is available for parents to ensure that they have good knowledge of the childminder's setting and the playroom walls are covered with informative posters.

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

Children make excellent progress across all six areas of learning as the childminder provides them with an exciting and stimulating range of activities. They benefit from both planned and child-initiated play and the childminder bases much of her planned activities on the children's individual interests and likes. Children enjoy participating in creative activities such as painting and sticking. They have fun cooking and using this activity to develop skills such as weighing and measuring.

Children enjoy access to an exciting selection of age-appropriate toys such as shape sorters, musical toys and toys with buttons to press. They giggle excitedly as animals pop out of the toys and return to favourite pieces of equipment throughout the day. Children enjoy the warm and affectionate interaction they receive from the childminder as she actively supports their play and learning. An extremely rigorous system enables the childminder to observe and evaluate the children's play. She records their progress in well-presented learning journeys which plot their development across the areas of learning. The childminder's observations are effectively used to plan for individual children's next steps in learning.

Children are and feel extremely safe within the childminder's care as the childminder has rigorous systems in place for risk assessing the areas of the home used for childminding. She uses her dedicated playroom for the majority of the children's day which is clean, well-organised and affords a good amount of clear floor space in which children can explore the resources. Children behave in ways which show that they are totally comfortable and confident in the childminder's care. They are extremely settled and move freely around the playroom. Children adopt very healthy lifestyles as they follow the childminder's clear and effective directions. They understand the importance of hand washing at appropriate times and are gently reminded by the childminder and through visual images displayed around the playroom and toilet. They enjoy an extremely healthy diet as the childminder and parents work together to provide children with a diet which is rich in fresh fruit, vegetables and drinking water. Children are active and enjoy participating in outdoor activities which enable them to experience fresh air and exercise.

The superb range of planned and freely chosen activities the children participate in enable them to develop excellent skills for the future. They learn about pre-reading and writing through the effective provision of appropriate books and mark-making resources. They learn about the world around them when they visit local attractions and participate in toddler groups. Their social skills are developed when they meet with other childminders and their minded children. Children are very confident within the childminder's home and part from parents and carers with ease. They are encouraged to behave well as the childminder has a set of simple but effective house rules. Children learn to take turns by playing board games and waiting for their turn. They are encouraged to be nice to each other and to develop friendships as the childminder expertly promotes this through every day activities.

## 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

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