

## Inspection report for early years provision

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<b>Unique reference number</b>	EY356364
<b>Inspection date</b>	24/03/2011
<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 in 2007. She is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age group. When working with her daughter, who is also a registered childminder at the same address, they may care for a maximum of nine children under eight years at any one time. There are currently 13 children on roll of whom 11 are in the early years age group. The children attend on a part time basis. The childminder is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register.

The childminder lives with her husband and son aged 20 years. They live in a residential area of Haverhill, Suffolk. The whole of the house, managed by the childminder, is used for childminding and a secure section of the garden has been made safe to provide outside play-space. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding about the needs of each child in her care, this enables her to support their welfare and learning well. Children are safe and secure in their well organised environment and they enjoy learning about the world around them. Partnerships with others, such as the local primary school and development officers are good. Those with parents and carers are exemplary and secure continuity of care for all children, along with any additional support needs. This means that children progress well, given their age, ability and starting points. The childminder engages in reflective practice and is proactive when making sure that priorities for development are identified and acted on, resulting in a service that responds well to all user needs.

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

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

- develop further the current systems of assessment to ensure that children's next steps for learning are clearly linked to the Practice Guidance for the Early Years Foundation Stage
- develop further children's knowledge and understanding of the world, increasing opportunities for them to explore information communication technology, such as programmable toys and computers.

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

The childminder has a comprehensive awareness of safeguarding issues and clear procedures in place in order to protect children's welfare. She has undertaken safeguarding training and updates this regularly so that her knowledge remains current. She understands about criminal record bureau checks and makes sure that all persons in her home over 16 years undergo these. Daily registers are in place and include children's hours of attendance. This enables the childminder to safely account for them whilst they are in her care. There are a wide range of relevant policies and procedures which have been personalised to reflect the childminder's particular setting. These are consistently and robustly implemented in practice and shared with all parents and carers in order to support the smooth running of her setting and provide positive outcomes for the children. The childminder works collaboratively with her daughter who is also a registered childminder working from the same address. Risk assessments are thorough and help to minimise potential hazards. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. Outcomes are clearly attributed to the excellent use of resources. The environment is conducive to learning and safe; it is managed very well and carefully looked after.

The childminder appropriately and actively promotes equality and diversity and tackles unfair discrimination. The childminder has a good knowledge of each child's background and needs and keeps her knowledge about different cultures up to date. She makes the most of diversity to help children understand the society they live in and the wider world around them. The childminder currently has no children on roll with special educational needs and/or disabilities however; she does have clear support strategies in place. The childminder has also taken the time to find out about and include positive support strategies for children who experience bereavement. Communication takes place with other providers, such as teachers at the local primary school, this enables the childminder to share and build on ideas and outside input, strengthening her setting in the best interests of the children who attend. The childminder maintains highly positive relationship with all groups of parents and carers. Parents and carers are heavily involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures, including self-evaluation. Children too are involved in discussing their views and completing questionnaires, helping the childminder to review the service she provides to meet user needs. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. Daily diaries are in place and used to share learning which happens at home. Parents evenings provide further opportunities for parents, carers and the childminder to work together to support learning and children's progress during their formative years. Parents report that they are very happy with the service and the care their children receive. They are very impressed with the opportunities and the whole set up of the setting which is child orientated. They feel know their children thoroughly enjoy attending and using all the exciting toys and equipment. Parents also consider the free-flow environment for the children both inside and outside to be exceedingly good and beneficial for their children's development. They state that

both childminders are very organised and the one-to-one attention helps their child to make good progress. They would not hesitate in recommending her to other families and indeed are active in doing so. Action taken by the childminder is well-chosen and carefully planned, so that impact is evident in the areas in which it is needed. For example re-organising the internal layout of her setting to provide a free-flow environment. She is confident about what her setting needs to do to improve further and has been successful in making and sustaining improvements so far.

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

Children make good progress towards the early learning goals. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children have good relationships with the childminders. They play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Teaching techniques are good and support each and every child. For example the childminder uses intonation and visual clues. In addition she seeks key words and dual language books from parents and carers who speak English as an additional language, this enables her to support the children in their own language first and foremost, helping them to settle and feel confident as they begin to learn English. Observation, assessment and planning help the childminder to support each child. Children's next steps for learning are identified, although they are not clearly linked to the Practice Guidance for the Early Years Foundation Stage, to ensure that children continue to be challenged effectively. Activities are well planned, based upon observations and children's interests. This attention to detail helps the childminder to promote positive attitudes to learning. Relationships are good and children's behaviour is managed well. Children, including babies, make good progress in their learning in relation to their capabilities and starting points. Good systems are in place to support children who speak English as additional language, such as key words and visual clues along with dual language books.

The child-centred environments actively promotes free-flow play and investigation. Children are curious and independent as they move around the childminder's setting. They are kind and considerate to others, learning to take turns and share. They use their imagination as they play in the water, using funnels and containers to stir and shake up the water creating waves. Others concentrate for prolonged periods of time as they use sponges to soak up water in the water tray then carry it over to the another container where they squeeze it and watch as the water begins to fill up. Children are confident communicators, talking freely about their home and what they enjoy doing for example how they love going swimming. Babies are beginning to develop an understanding and awareness of themselves as they study their own hands and feet and move around the room exploring the environment with interest, this is enabled by the childminder who provides

sufficient space for them to move and explore. Younger children problem solve, for example as they sit in wheeled toys working out how to push with their feet forwards then turning around and looking behind them as they begin to push with their feet to make the car move backwards. All children are able to move safely both inside and out, negotiating pathways and having fun. The childminder provides an extremely enabling environment both inside and out. Although she has identified the need to develop further opportunities for the children with regard to knowledge and understanding of the world, to enable them to explore programmable toys and computers. Children enjoy their learning and become active, creative learners who think critically and enjoy participating in all activities on offer.

Children show an excellent understanding of healthy eating and make healthy choices at snack and meal times. They have innovative opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Very good opportunities are in place, helping them to learn about the world on their door step as they enjoy regular trips out and about, for instance to the local parks and zoos. Children have ownership of their health and well-being for example as they learn to wash their hands at pertinent times or clean their teeth after meals. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. They show a strong sense of security and feel safe within the setting. The high quality adult interaction and exemplary organisation of routines help babies and very young children to gain an exceptionally strong sense of security.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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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