

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415694
<b>Inspection date</b>	21/03/2011
<b>Inspector</b>	Sarah Johnson
<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 2010. She lives with her husband and two older children aged 16 and 20 years in Lowestoft, Suffolk. The ground floor of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities. The family has a pet dog, cat, guinea pig, two rabbits and some fish in a tank.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding six children in this age group, who attend on a part-time basis. The childminder also offers care to children aged over five years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to a local school to take and collect children. She attends local social groups with the children and takes them on regular outings.

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

Overall the quality of the provision is good.

The childminder actively supports children's individual care needs and promotes their learning and development very effectively. All children feel valued and included and overall they make good progress towards the early learning goals. Robust risk assessments ensure that children remain safe and secure in the childminder's home. Purposeful partnerships are formed with parents, carers and other early years practitioners to ensure a wide range of information is exchanged in relation to children's individual needs. The childminder effectively evaluates and reflects on her practice to ensure ongoing continuous improvement.

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

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

- strengthen the children's awareness of differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities by providing more positive images, and sharing and celebrating a wider range of practices and special events.

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

The childminder has a thorough understanding of safeguarding children issues. A clear written safeguarding children policy is implemented and the childminder knows what action she must take if she is concerned about a child's welfare. The

childminder takes effective steps to eliminate risks to children's safety. For example, thorough risk assessments are carried out in the home and garden, and these are recorded clearly each day. There are robust systems in place to ensure all adults in the household have completed the necessary checks to confirm their suitability to be in contact with children. The home environment is clean, bright and spacious. The wide range of resources and toys provided are of good quality and promote each child's learning and development effectively.

The provision is welcoming and inclusive to all children and families. The childminder is able to skilfully adapt activities, the environment and routines to meet children's individual needs. She actively links up with external professionals to seek advice and guidance, particularly in relation to identifying and supporting children's additional needs. Strong relationships are fostered between the childminder and parents. Together they share ongoing information regarding children's care and development in order to promote a consistent approach to children's care. The childminder regularly discusses children's progress with their parents and creates good opportunities for them to contribute to their child's learning journey records.

The childminder is reflective in her approach and takes time to trial the new ideas and guidance that she gathers from training workshops and other sources. For example, she values opportunities to share ideas for art and craft activities with other childminders. Support offered by a local authority advisor is welcomed by the childminder and she promptly follows up any recommendations made to develop her provision further. The childminder has made a good start to her formal self-evaluation process by completing the Ofsted self-evaluation form. This means that she has a clear idea of where the strengths of the provision lie and how she can improve outcomes for children in the future.

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

The childminder implements a flexible routine which incorporates children's individual care needs and promotes a sense of security and continuity in their lives. A wide range of exciting activities and experiences are provided to meet children's needs and stages of development. For example, they happily join in with adult-led activities such as cooking and crafts, whilst also relishing time to pursue their own play. This balanced approach ensures that children regularly encounter new and interesting challenges and remain busy and engaged. Activities are skilfully planned, based upon accurate observations which are matched to the needs and interests of each child. The childminder keeps a detailed learning journey record to document each child's progression towards the early learning goals. Children's ongoing achievements are also celebrated in a selection of meaningful photographs.

Children have weekly opportunities to go along to toddler groups where they socialise and play alongside other children and adults. This helps to promote their social skills and confidence in larger group situations. Children are developing

strong skills for the future as they learn about the uses of everyday technology. For example, they find out what happens when they press the buttons on the digital camera and enjoy using mobile telephones in their role play situations. They are also developing a particularly strong awareness of numbers and counting as they confidently count the coins and identify the numerals on the cash register. Children enjoy expressing their ideas through art and craft activities such as collecting autumn leaves to create collages on paper. The childminder actively encourages children's developing use of language. For example, she regularly repeats the words children are beginning to vocalise such as 'ball' and 'car' and extends this by introducing them to new words such as 'fish'. Children are encouraged to behave appropriately in order to keep themselves and others safe. For example, the childminder reminds older children that it is unsafe to throw the sand and gently discourages younger children from putting the sand in their mouths. Children access a small range of books and dolls that reflect people from different ethnic backgrounds. However, opportunities to strengthen children's awareness of wider diversity and differences are not yet promoted as effectively as they could be in the continuous provision.

Children show a good understanding of how to live a healthy lifestyle. They are encouraged to follow positive personal hygiene routines which help to protect them from the risk of spread of infection. Children delight in playing outdoors where they benefit from physical exercise and accessing the fresh air. For example, they enjoy manoeuvring the popular ride-on car and confidently climb the steps up to the slide. These activities are complemented by regular visits to the local park and soft play centres. Children demonstrate a positive attitude towards healthy eating and eagerly consume their ham sandwiches with a selection of appetising rice cakes, grapes, apples and bananas.

## 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	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	2
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

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	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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