

## Inspection report for early years provision

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<b>Unique reference number</b>	250832
<b>Inspection date</b>	21/03/2011
<b>Inspector</b>	Hazel Meadows
<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 1992. She lives with her husband and adult son in a bungalow in Debenham, north Suffolk. There is one step to access the premises. Apart from bedrooms one and three, the entire home is registered for childminding activities but children predominantly play in the lounge. There is an enclosed garden for outside play. The family has four pet cats, caged birds and a fish tank.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently minding seven children in the early years age range, all of whom attend part-time. The childminder also offers care to children aged over five years. She occasionally works with another registered childminder. This offers flexibility to care for a larger number of children, if required, up to the limit stated on her registration certificate.

The childminder is a member of the National Childminding Association and holds a relevant early years qualification. She walks children to and from local schools and pre-schools. She takes children to local play areas, for walks in the surrounding countryside and to nearby places of interest.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in this welcoming, home-from-home environment. They are offered a varied selection of toys and play experiences, in the home and on outings, and are making satisfactory progress towards the early learning goals. The childminder knows children well as individuals and maintains positive and trusting partnerships with parents. She has established a basic method of recording some observations of children. However, these are somewhat limited and not always effectively used to promote children's progress through the Early Years Foundation Stage. Most documentation and procedures are in place, however, there are some omissions, which could potentially compromise children's welfare. The childminder occasionally reflects on her practice but does not maintain a systematic method of self-evaluation which has resulted in some areas requiring improvement and attention being overlooked.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission, at the time of the child's admission to the provision, to seek any necessary emergency medical advice or treatment in

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- the future (Safeguarding and welfare)
- inform Ofsted of changes as they occur, or within 14 days of the event occurring, this relates to change of name (Suitability of adults) 22/03/2011
- ensure risk assessments are implemented effectively and maintain a record of risk assessments clearly stating when they are carried out, date of review and any action taken (Documentation). 22/03/2011

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

- implement plans to improve the security of the garden to prevent intruders entering the premises
- ensure the method chosen to record children's development is used to aid planning for their individual learning and clearly shows each child's progress through the Early Years Foundation Stage
- develop a systematic method of self-evaluation to highlight strengths and to identify areas for improvement.

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

The childminder has a sound understanding of the importance of her role in protecting children and attended safeguarding training in 2009. She has local contact details to refer to if she has concerns about a child. She was police checked by the local authority prior to 2001 and her husband and resident son both have Criminal Records Bureau clearance. The childminder undertakes risk assessments and most potential hazards to children are minimised. However, no record is maintained of when this is checked. The garden is not secure to prevent access by unauthorised persons, however, the childminder closely supervises the children and has plans to improve the security of the gates. A regular evacuation routine is practised with the children to ensure they are familiar with the procedure without being fearful and to ensure it operates effectively.

The childminder has an inclusive attitude and values children's individuality, which is reflected in some of the books available and occasional activities. She works closely with parents to support any additional needs a child may have, to promote their progress and continuity of care. The childminder has all the necessary equipment to support children's care, for example, car seats, buggies and a travel cot. Toys and books are plentiful and of good quality and many are stored at low level, enabling children to help themselves. Toys more suitable for older children, for example, those with small pieces, are mostly stored out of reach of small children.

The childminder has a satisfactory understanding of the Early Years Foundation Stage and how to provide for children's ongoing learning and development. She keeps all required training up-to-date and certificates are displayed for parents to view. Her registration certificate is also displayed, however, she has not informed

Ofsted of her change of name, which is a legal requirement. She has recently refreshed food safety training and is aware of her responsibility to register with Environmental Health. Documentation is organised and children's records are stored securely. The childminder mostly gathers comprehensive details about the children. However, written parental consent has not been requested for emergency medical treatment or advice, to ensure children are cared for according to their parents' wishes. This could potentially cause delays in an emergency.

The childminder develops positive and trusting partnerships with parents and parent's comments are welcomed. She encourages frequent two-way communication, both verbal and through daily diaries, to ensure children's individual needs are met and to promote continuity of care. Two references from parents, acquired for the inspection, endorse her reliability and flexibility and parents state their children enjoy attending. Some school age children at the setting are also enabled to contribute their feedback, which is positive and honest. Several of the children currently attend other settings which are also delivering the Early Years Foundation Stage and the childminder has verbal links with some of them. She recognises this is an area for further development, to enhance continuity of care and to promote children's welfare and learning. The childminder has addressed the recommendations from her previous inspection and reflects on her practice to make some improvements. For example, she has improved the quality of the meals being offered to children. However, she does not complete any systematic method of self-evaluation, which has resulted in some areas requiring action or further improvement not being identified or addressed.

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

Children are happy and settled with the childminder and are at ease in her home. A good selection of resources is available in storage boxes in the lounge, stored at low level enabling children to help themselves. The selection of toys is rotated to offer ongoing interest and challenge. Children predominantly play freely and busily initiate their own games and learning. For example, they delight in exploring a musical cube. The childminder plays alongside them, supporting their learning and development. She frequently talks to the children to encourage and broaden their conversation and vocabulary. She is attentive and responsive to toddlers' attempts at speaking. Children's behaviour is generally good. They are well occupied and are learning through reminders and praise from the childminder. The childminder has a firm and consistent manner and uses methods appropriate to children's age and understanding to help them learn to manage their behaviour appropriately.

The childminder has acquired Learning Journey development booklets as a method to record children's progress through the Early Years Foundation Stage. She ascertains children's starting points by her own initial observations and through discussions with parents. Ongoing written observations are relevant but limited. They are sometimes supported by a photograph, but the areas of learning are not always identified. Very occasionally, the written observations are used to identify a child's next steps but mostly the childminder plans informally through getting to know the children and their individual capabilities. The Learning Journeys are

occasionally shared with parents but no written parent contributions or comments are sought.

Children occasionally enjoy exploring different media, such as, play dough or sticking with pasta. Cookery activities offer a fun way of learning about weights and measures. Children have some opportunities for mark making and practising pre-writing skills as they do colouring and some examples of their artwork is displayed on the wall, helping them to feel valued. Children have some limited opportunities to learn about different cultures and festivals, for example, making Christmas or Easter decorations and a small number of books reflect positive images of diversity. They learn about their local community as they go on outings around the village and walks in the surrounding countryside encourage them to appreciate and discover the world around them. Opportunities are used on outings to help children learn about road safety. Their imaginative play is promoted through resources, including the small world toys, such as, the playhouse and cars.

Children have regular opportunities for fresh air and exercise to promote a healthy lifestyle. They play in the garden and enjoy play equipment, such as, bats and balls, a sand pit and a swing set. The childminder sometimes takes them to nearby play areas to enable them to play on larger equipment. This offers children a different level of physical challenge and to encourage their physical skill and coordination. They also delight in going to a soft play area in a nearby town.

Good hygiene is mostly promoted, such as, hand washing before snacks and meal times and after toileting. Children are offered mostly nutritious snacks and meals and occasionally make fruit kebabs, which offer them a healthier alternative snack to crisps and biscuits. Drinks are readily available, ensuring children are well-hydrated. Children's routines are well-maintained and supported in close cooperation with parents, for example, children are able to sleep and rest according to their individual needs.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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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	3
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Changes to people). 22/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Changes to people). 22/03/2011