

## Inspection report for early years provision

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<b>Unique reference number</b>	251079
<b>Inspection date</b>	05/04/2011
<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 1995. The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age group, all on a part-time basis. She is also registered to provide overnight care. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Her husband is registered as her assistant.

The childminder lives with her husband and son aged 18 years. The family live in a residential area of Bury St Edmunds, Suffolk. The whole of the property, managed by the childminder, is used for childminding. There is a fully-enclosed garden for outdoor play.

The childminder holds an early years qualification and has had training in caring for children with learning difficulties and/or disabilities. She is a member of the National Childminding Association and is a member of a local childminding network. The childminder has achieved the Suffolk Quality Assurance Scheme.

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

Overall the quality of the provision is outstanding.

The childminder has an extremely well-developed knowledge and understanding of each child's needs helping her to promote their welfare and learning successfully to a high standard. Children are very safe and secure in this warm and welcoming family home, and they enjoy learning about the wider world around them. Partnerships with parents, carers and local school and pre-school are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. This attention to detail means that children progress well, given their age, ability and starting points. Regular and purposeful self-evaluation by the childminder makes sure that priorities for development are identified and acted on, resulting in provision which responds to user needs.

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

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

- developing further her systematic approach to working in partnership with other early years settings in the best interests of the child.

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

The childminder has comprehensive awareness of safeguarding issues and updates her training regularly. This helps her to keep up-to-date with important changes in legislation, so that children's welfare remains paramount. She has clear procedures in place to liaise with the correct agencies if she has a concern. Comprehensive policies and procedures are effectively implemented in practice. They are consistently and robustly reviewed to ensure the smooth daily running of the setting and to provide very positive outcomes for the children. Any concerns are prioritised and dealt with efficiently. Registers are maintained, enabling the childminder to account safely for the children in her care at any time. The childminder has a clear understanding about the importance of criminal record bureau checks. She never leaves children unsupervised. All records and documents required by legislation are in place, maintained extremely well and stored securely. The childminder understands fully the importance of confidentiality to protect the privacy of children and their families. The childminder clearly understands the importance of continuing her professional development. She is very dedicated and motivated in driving improvements and developing the service she provides. She accesses training to make sure that her knowledge and understanding remains up-to-date and relevant in the dynamic world of early years. Children's well-being is notably improved by the superb organisation, risk assessment and planning. The environment is conducive to learning and safe; it is managed very well and carefully looked after. The provider is taking well-considered steps to ensure resources and the environments are fully sustainable. The childminder currently has no children on roll with special educational needs or who speak English as an additional language. However, she has completed and updates her special educational needs training; including completing her special educational needs coordinator training. She has clear strategies in place to support children and their families, working with other professionals as required in the best interests of the child. The childminder is highly effective in ensuring that all children are well integrated. She has an exceptional knowledge of each child's backgrounds and needs. The childminder updates her skills and knowledge on a regular basis and helps children to learn effectively about and understand the society in which they live.

The childminder is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. She has well-established channels of communications between all partners involved with individual children, which promotes their learning, development and welfare successfully. The childminder has identified further development in working with others and sharing good practice, including making visits with the children to their respective nurseries and pre-schools and encouraging other settings to share records more freely as she does with them. Parents and carers are heavily involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures, including questionnaires which the childminder analyses as part of her self-evaluation process. The childminder has highly positive relationships with all groups of parents and carers. Parents and carers are very well informed about all aspects of their own children's achievements, well-being

and development. The highly-inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the childminder's work. Parents and carers report that their children are very happy with the childminder and her family. They enjoy their time with the childminder and each other. Parents state that they feel the childminder is perfect and just what working families need. They appreciate the time she takes to support their children and work in partnership with them. For instance as she helps with potty training. They feel the childminder respects their wishes and they appreciate the variety of opportunities she provides for their children. These include socialising with others and the many trips out and about which gives each child the opportunity to learn about the world on their doorstep. They report that the childminder is conscientious, kind and reliable and has a great sense of humour. They would have no hesitation in recommending her to others. The childminder has high aspirations for quality. Her self-evaluation reflects rigorous monitoring and searching analysis of what her setting does well and what she needs to improve. As a result actions taken by her are well targeted and have a very good impact in bringing about sustained improvement to her early years provision.

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

Provision for supporting children to make progress towards the six early learning goals is exemplary. The childminder provides a stimulating and welcoming environment which reflects the children's backgrounds and wider community. She provides educational programmes which are varied, imaginative and rich in opportunity. For example, she organises trips out and about helping to consolidate learning which happens in her home. These include trips to the zoo, seaside, library and various parks. Assessment through high-quality observations is rigorous and the information gained is used effectively to guide future planning. The childminder clearly builds on what the children know and can do and identifies their next steps for learning based on the Practice Guidance for the Early Years Foundation Stage. The childminder uses positive teaching techniques, including positive praise and encouragement which raises the children's confidence and self-esteem. Intonation and open questions encourage them to join in and share their ideas freely. With babies, the childminder uses baby signing, helping them to communicate their needs and wants and preventing them from being frustrated. The childminder is sensitive and skilled in her management of the children's behaviour. Relationships are excellent.

Children show high levels of independence, curiosity, imagination and concentration. For example they persist at activities as they work out which buttons to press on battery-operated keyboards and toys to make the different sounds. Children work cooperatively with each other, for instance as they create three-dimensional play dough sausages to share with the childminder. Children are confident and settle extremely well, developing admirable relationships with each other. Their behaviour is excellent and they clearly show awareness of their responsibility within the childminder's setting. For example, they show kindness

and consideration for each other, taking turns and sharing toys or resources. Children enjoy using their imagination as they join in role-play games. They have great fun making imaginary cups of tea and selling their favourite ice-creams to each other and adults in the setting. They clearly have fun in doing this and are fully supported through the provision of very good child-height storage which helps them to make their own decisions and choices and enables them to build on their existing self-help skills. Children demonstrate their growing understanding of number and shapes as they identify different shapes, such as circles, squares and hearts. They look around their immediate environment to see what shapes they can match, quickly discovering circle patterns on their clothes. They count them excitedly then suddenly turn their attention to the heart shape and share their ideas that the heart looks like a big strawberry. Children and the childminder sit together to share photograph albums: their very own special books. These include activities and events that the children have joined in and enjoyed in the past, such as Christmas and other exciting events. They talk avidly about the children in the photographs who no longer come to play at the childminder's house. They ask questions confidently, such as what the names are of the different people in the photographs and what they are doing. Children remember their visit to the farm and look carefully at the rabbit they are holding in the picture, talking about the event then remembering the horse ride they all enjoyed. They find pictures of their visit to the sea side and have great fun sitting closely together sharing a special quiet and reflective moment with the childminder and each other. Children use their own initiative as they play independently or in cooperation with others. They play a full and active role in their learning, show great curiosity and the desire to explore. They are well equipped with the fundamental skills they need to extend their learning. Babies and very young children are developing excellent early skills and are exploring their surroundings with great interest, becoming active, inquisitive learners.

All children show an exceptional understanding of the importance of following good personal hygiene routines. They show an excellent understanding of healthy eating and make healthy choices at snack and meal times. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and are gaining a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. 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. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. 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>	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

The quality of the provision in the Early Years Foundation Stage	1
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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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