

## Inspection report for early years provision

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<b>Unique reference number</b>	EY337886
<b>Inspection date</b>	12/04/2011
<b>Inspector</b>	Andrea Snowden
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 2006. She lives with her husband and their son and daughter aged 18 and 14 in Lowestoft in Suffolk. Children have the use of the ground floor of the property and there is a fully enclosed garden for outside play.

The childminder is registered to care for six children under the age of eight at any one time, of whom no more than three may be in the early years age group. There are currently nine children on roll, attending on a part-time basis. Of these, four children are within the Early Years Foundation Stage. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. The family has two dogs, two cats, a guinea pig and a hamster as pets.

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

Overall the quality of the provision is good.

Children are making good progress in their learning and development and are well cared for within the Early Years Foundation Stage. Their welfare is effectively promoted and their safety maintained. Partnerships between parents and other practitioners are well-developed to meet children's needs and support children's learning and development effectively. The childminder has made some positive changes in her setting and has begun to use self-evaluation to highlight areas for development.

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

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

- improve planning to ensure the activities and opportunities offered are more effectively tailored to meet children's individual interest and needs
- improve the process of self-evaluation to ensure all areas of the setting and practice are reflected upon and that all users of the setting are able to contribute their views and ideas.

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

The childminder is suitably qualified and vetted to work with young children and ensures that adults in the setting are also suitable to have contact with them. She demonstrates a good knowledge and understanding of her role in protecting children from abuse and follows clear policies and procedures to promote children's well-being. Risk assessments are carried out for the home and routine outings to

ensure that children can play and learn in safety, whilst safety equipment, such as, stair gates and fencing means children play safely away from the animals. Required documentation is maintained effectively to promote children's health and welfare. Children use a wide range of resources which mostly appeal to their interests and these are generally organised so that children can help themselves, promoting their independence and confidence. There are different areas for children to play in and older children choose to play more independently in another room.

There are currently no children on roll with special educational needs and/or disabilities. Nevertheless, the childminder demonstrates a good understanding of meeting individual children's needs. She is able to work closely with parents, seek professional support and liaise with support agencies to foster children's development. The childminder promotes inclusion and diversity in her setting and has an excellent range of books to address children's questions. Children play with multi-cultural toys and dress up to dance to music from different countries and because the childminder introduces children to people from different backgrounds they learn to value and respect differences.

Partnerships with parents are well-established and daily discussion ensures that both parties are aware of children's needs and progress. Parents complete appropriate paperwork, such as, consent forms and contracts to ensure children are cared for according to their wishes. Additionally, they are actively involved in their child's continued learning and development, adding information to the assessment records for the childminder to act on. As a result, children enjoy continuity and consistency in their learning and development.

The childminder has devised a simple and effective method to reflect on her practice and has introduced some positive changes to promote children's development. For example, she has re-designed the outside area so that children can access it more independently. However, the self-evaluation process is not yet fully developed to include the views and ideas of children and parents or to identify strengths and areas for development across all areas of the provision.

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

Children are content and settled in the care of the childminder and clearly enjoy their time in the setting. The childminder supports children in their activities, asking them open questions and providing ideas to maintain interest in games. Children initiate many of their own activities and use additional toys to add to their complex role play. The childminder knows the children well and through observation is able to track children's progress. However, activities are not always planned based on this information or on children's individual interests and, as a result, children's learning is sometimes less progressive.

Children take part in a range of activities to promote their learning and development. They manage personal tasks for themselves, such as, putting on their socks and washing their hands. They use language well to talk through their

games and use their imagination in role play. Whilst modelling children talk about sea creatures, such as, lobsters and zoo animals. Children enjoy searching for slugs and snails in the garden promoting their knowledge and understanding of the world, whilst resources, such as, the trampoline help to develop children's physical skills.

Children's sense of belonging is fostered. The childminder has a warm rapport with children and displays of their photographs in the childminder's home helps children feel secure and valued. Children learn about being safe. For example, they learn the 'Green Cross Code' when out and during cooking activities understand that the oven is hot. Children are offered some healthy food options by the childminder and they talk about healthy foods they have in their lunch boxes. Children have developed good habits with regard to personal hygiene as they eagerly rush to the bathroom to wash their hands before eating.

Children are encouraged to share and take turns and they do this with little reminder. The childminder praises children with comments, such as, 'thank you for doing that' which encourages children to be thoughtful and kind. Children learn right from wrong as the childminder uses explanations to help children understand why their behaviour is not acceptable. Their behaviour is good which contributes to a calm and happy environment, conducive to learning.

## 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

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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

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