

## Inspection report for early years provision

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<b>Unique reference number</b>	EY265084
<b>Inspection date</b>	20/06/2011
<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 2003. She is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group and of these, not more than one may be under one year at any one time. The childminder is currently minding eight children on a part-time basis, four children in the early years age group and four older children. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her adult son. They live in a residential area of Sudbury, Suffolk. The ground floor of the house is used for childminding purposes and there is a fully enclosed garden for outside play. The family has one cat and cold water fish indoors and outdoors.

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 clear knowledge of each child in her care; this enables her to meet their learning and welfare needs well. Children enjoy learning about the world around them in this secure and safe family home. Partnerships with others are good and those with parents and carers are exemplary and significant in making sure that the needs of all children are met, along with any additional support needs. Time is taken to make sure that each child is integrated into the childminder's care and this enables them to make good progress given their age, ability and starting points. Attention to reflective practice is good as the childminder takes the time to identify the strengths and areas for future development of her provision. She works closely with parents and carers, resulting in a provision that makes continuous improvement and responds well to 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 system of assessment to ensure that children's next steps for learning are consistently linked to the Practice Guidance for the Early Years Foundation Stage
- create further a sustainable framework for partnership working in order to underpin the successful delivery of the Early Years Foundation Stage for those children who attend other settings.

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

The childminder has a clear understanding about safeguarding children in her care. She has completed relevant safeguarding training and knows how to make a referral if she has a child protection concern. Clear risk assessments and the wide range of relevant policies and procedures are implemented in practice in order to keep children safe and secure. This practice also makes sure that the childminder's provision runs smoothly. All information is shared with parents and carers and this further enhances the good running of the childminder's setting. All records required by legislation are in place and maintained well. Attention to continuing professional development makes sure that the childminder's practice remains up-to-date and relevant to the needs of the children. Paediatric first aid training has been completed and is updated every three years. This enables the childminder to respond appropriately in the event of an emergency. Toys and resources are of good condition and the wide range meets the different ages and stages of the children who attend. Child-height storage helps the children to develop and build on their existing self-help skills. There is no bias in the childminder's practice in relation to gender, race or disability; this open attitude helps the childminder to provide experiences and activities which facilitate the children to learn about similarities and differences of other cultures and customs.

The childminder is fully aware of the need to develop her practice in relation to creating partnership working with other settings. For instance, some children attend the local pre-school and the childminder is making time to talk to the child's key person and develop this practice further in order to ensure that she builds on learning that happens here. Partnerships with parents and carers are excellent and clearly contribute to the continuity of care enjoyed by the children and their families. Open communications include the effective use of daily dairies, texts, verbal discussions and the sharing of learning records. Parents and carers report that the childminder provides them with an outstanding service. They feel their children are extremely happy and that they are full of 'chat' each day about what they have done. Parents and carers very much appreciate the wide range of exciting activities provided each and every day by the childminder and they feel these have dramatically contributed to their child's development. They have no doubt that the childminder keeps them extremely well informed and they very much enjoy reading the excellent daily dairy. Parents and carers know that their children are safe and secure. They all find the childminder approachable and flexible in meeting their childcare needs and feel very confident when leaving their children in her care.

The childminder engages in reflective practice, completing self-evaluation forms about the service she provides. Actions taken by her is well-chosen and carefully planned, so that the impact is evident in the areas where it is needed. The childminder is confident about what she needs to do to improve further and has been successful in making and sustaining improvements. Recommendations raised at the last inspection have been fully met.

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

The childminder has a good knowledge and understanding about the Early Years Foundation Stage. She makes pertinent observations of the children as they play and uses this to inform her assessments of their learning and development. She is also active in identifying their next steps for learning. Although not always consistent in linking these to the learning intentions in the Practice Guidance for the Early Years Foundation Stage to aide her in plotting children's progress towards the six early learning goals. Planning is based on children's interests and the childminder's observations. This process is enhanced by the sharing of learning that happens at home. This attention to detail makes sure that the childminder is continuing to build on the whole child. Good teaching methods are used, for instance intonation and facial gestures help with meaning and positive reinforcement supports good behaviour and positive attitudes to learning and exploring.

Children enjoy their independence as they make decisions about the games and activities they want to join in. The good range of child-height storage fully supports them in free-flow play and investigation. Children are developing their understanding of technology as they explore battery operated activity centres. They enjoy pressing the different buttons or turning wheels to create different sounds, looking up at adults with glee as the toy responds to their touch. Other children concentrate for prolonged periods of time as they complete jungle jigsaw puzzles, taking the time to work out which piece goes where. All children enjoy creative opportunities, for instance as they use their imagination and a range of creative media to make their own teddy bears with button eyes and felt bodies. Children talk about what they know, sharing news from home. For example they talk avidly about the seven new puppies their daddy has or how granny brought them they lovely new flower ring. Children clearly understand about sharing and turn taking and they also understand that some toys are theirs, for instance the teddy they have brought from home whilst others belong to the childminder. They all take pleasure in snuggling up together as they enjoy sharing books and reading stories. Children demonstrate that they are keen and confident communicators, pointing to the pictures and using these as clues to talk about what is happening. Very young children listen and repeat single words; they imitate back what the childminder has just said developing their confidence and early communication skills.

Children are fully supported to learn about what constitutes a healthy lifestyle. They make healthy choices at snack and meal times and access drinking water whenever they need it. Children adopt good personal hygiene routines and understand the importance of washing their hands to avoid germs. They demonstrate their independence as they access the washing facilities without help, for instance taking themselves off to wash their gluey hands. Children engage in a wide range of physical activities, both indoors and out. They develop their balance and coordination as they use a range of apparatus in the garden and the local parks. These opportunities increase their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Very young children

appear content and settled because their health, physical and dietary requirements are well met. Children are secure and develop a sense of belonging to the childminder's setting. Their understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. For example how to ride their bicycle carefully. Good quality interaction and well organised routines helps very young children to become secure and confident in the childminder's home.

## 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	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	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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