

## Inspection report for early years provision

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<b>Unique reference number</b>	EY406190
<b>Inspection date</b>	21/09/2010
<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.

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 2010. She is registered to care for a maximum of five children at any one time. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her partner and young son in a residential area of Newmarket, Suffolk. The whole of the property, managed by the childminder, is used for childminding and there is a fully enclosed garden available for outside play.

The childminder holds relevant early years qualifications and is a member of the National Childminding Association (NCMA).

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

Overall the quality of the provision is satisfactory.

The childminder has a sound knowledge of each child's needs to promote their welfare and learning. On the whole children are safe and secure and enjoy learning about their local area and the wider world around them. Partnerships with parents and other agencies are strong and purposeful and ensure that the needs of all children are met, along with any additional support needs. This means that children make sound progress given their age, ability and starting points. The childminder has begun to reflect and evaluate on her practice.

## **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 for planning to ensure that learning intentions are clearly identified
- reappraise risk assessments to ensure they include everything that a child may come into contact
- develop the current system of reflective practice, self-evaluation and informed discussion with parents and children to clearly identify priorities for development that will improve the quality of provision further.

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

The childminder ensures that safeguarding regulations and duties are met and arrangements and policies for safeguarding are in line with requirements. These are shared with parents and implemented in practice in order to promote positive outcomes for each child. The childminder has completed a range of relevant training, including child protection and paediatric first aid. The childminder carries out daily checks of her premises, both inside and outside, to keep children safe. In

addition, risk assessments are in place, identifying potential hazards that children may come into contact with and the steps taken to minimise these. However, not all potential hazards have been identified, for example, how children are kept safe when accessing the large trampoline. All documents are reviewed annually. Contracts, relevant permissions and records required by legislation are all in place.

Resources are adequate and easily accessible to all children. The accommodation and environment are suitable and children's development is satisfactory as a result of the setting they are in. The provider is taking steps to ensure that resources and the environment are sustainable. The childminder has well-established partnerships with other agencies and understands the importance of interagency working. She regularly shares information with other settings the children attend enabling all those working with the children to promote their achievements and well-being. The childminder has effective relationships with most groups of parents and relationships are well established, ensuring that each child's needs are met. The childminder is proactive in keeping parents up-to-date with accurate and timely information about her setting and the activities children participate in. Parents are kept informed about their children's achievements and have access to their learning journeys where they can add comments and provide further information, enabling the childminder to plan for the 'whole' child.

Parents report that they feel safe leaving their children in the care of the childminder and that, most importantly, their children enjoy going and that they would recommend the service to other parents. The childminder seeks the views of parents and children, however, these are not currently used effectively when she evaluates and reflects on her provision to secure satisfactory improvement. The childminder strives to provide an inclusive provision. She takes suitable steps to close identified achievement gaps. There is no bias in her practice in relation to gender, race or disability.

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

The childminder has a sound knowledge and understanding of the learning and development and welfare requirements for the Early Years Foundation Stage. Observations and assessment and their use to inform planning are satisfactory. However, some planning does not clearly identify learning intentions towards the six early learning goals. The childminder uses a reasonable range of teaching methods and resources to provide activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage children. Children make sound progress in their learning and are broadly content and willing to take part in activities. Behaviour is managed appropriately and children demonstrate that they are happy and settled in the childminder's home, as they move around freely, both inside and out.

The secure environment and activities are organised to reflect children's backgrounds. Time is taken to make trips in the local neighbourhood and topics and discussions provide opportunities for children to learn about the wider world around them. Children are beginning to form positive relationships and most are

developing skills working independently as well as with each other. Children demonstrate their growing understanding of healthy lifestyles. They follow appropriate personal hygiene routines and show an understanding of the importance of regular exercise as they engage in physical activities, for example, chasing and catching floating bubbles, or using the trampoline and swings. The childminder carefully plans menus to ensure that children have daily access to well-balanced meals and snacks and those parents who provide packed lunches are encouraged to follow the childminder's healthy eating programme. Children learn how to keep themselves safe within the childminder's home. For example, they know how to use the safety stool to help them reach the sink safely when washing their hands. They also know to hold onto the side to steady themselves as they step out of the living room and into the childminder's garden.

Children develop their independence and self-help skills as they make their own selections from the range of resources and toys available. They engage in small world play and develop their growing knowledge of the wider world, learning about the different animals that live on farms or in zoos and the noises that they make. Children are developing their communication and literacy skills as they repeat words and join in rhymes or use creative media to mark-make. They explore capacity and quantity as they play in the sand tray filling various sized containers. Children problem-solve as they negotiate pathways with wheeled toys or experiment with bubble blowers, finding out how to use the mixture to make the biggest bubbles. All children are able to rest or be active 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	3
The effectiveness with which the setting promotes equality and diversity	3
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	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	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>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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