

## Inspection report for early years provision

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<b>Unique reference number</b>	EY427065
<b>Inspection date</b>	02/11/2011
<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.

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## **Description of the childminding**

The childminder was registered in 2011. She lives at her parent's a house in Ipswich, Suffolk. She has converted a good sized garage into a purpose-designed and self-contained annexe playroom in the back garden. The annexe is accessible through secure gates at the side of the main house. The annexe contains a kitchen area and a toilet leads directly off the main playroom. There is a fully enclosed garden for outside play, including a contained paved area immediately accessible from the playroom. The main house is occasionally accessed for childminding purposes, but all areas the children have access to have been made safe and secure. The family has a pet cat.

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 four 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 four children in the early years age range who attend part-time. She also offers care to children aged over five years. The childminder supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The childminder's mother works as her assistant when required. When working with an assistant the childminder may care for four children under eight years at any one time, of whom no more than four may be in the early years age range.

The childminder is a member of the National Childminding Association and holds a relevant early years qualification. She walks or drives children to and from local schools and pre-schools. She attends local toddler groups and children's activity groups and takes children to local parks and play areas and to nearby places of interest.

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

Overall the quality of the provision is good.

Children are happy and settled and they flourish in this welcoming and stimulating environment. They are offered a delightful variety of fun play and learning experiences and are making excellent progress through the Early Years Foundation Stage. The childminder develops an excellent understanding of each child's individual needs and personalities and has established effective methods to monitor and record their progress towards the early learning goals. Extremely positive and trusting partnerships are established with parents and excellent communication is maintained. Exemplary documentation and procedures are in place to promote children's welfare and safety. The childminder reflects on her practice and is considering self-evaluation to promote continuous improvement and high quality.

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

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

- develop a systematic method of self-evaluation to highlight strengths and to identify areas for development or improvement
- explore ways of further enhancing partnerships with other early years settings children attend, to support individual children's learning, welfare and development.

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

The childminder is very attentive to the children and watchful of them to ensure their safety and well-being. She undertakes thorough written risk assessments to ensure risks and hazards to children are minimised. Evacuation procedures are practised and recorded, promoting children's safety. The childminder has a robust understanding of safeguarding children and is very clear of her role and responsibilities to protect them. She has attended relevant training and has a thorough written policy, which is shared with parents. The childminder and her family all have Criminal Records Bureau clearance. She has the local safeguarding flowchart and contact details to hand and knows what action to take if she had concerns about a child.

The childminder organises her playroom, time and resources extremely well to support children and meet their varying routines and needs. High quality toys are plentiful and easily accessible to the children and the childminder has all required equipment, such as a travel cot and car seats, to support her childminding. The childminder gets to know the children very well as individuals. She values all children, embracing their differences, and has a positive and inclusive attitude and approach to diversity. This is reflected in her childminding practice and policies and in some of the resources and activities on offer. All required training is in place and the childminder utilises her childcare experience and knowledge to support and enhance her daily practice. She has a commitment to ongoing improvement, but does not have a method of self-evaluation.

The childminder has exemplary documentation which is well organised, neatly presented and stored securely. Clearly written policies support her childminding, apply to her own setting and are reflected well in practice. A parent pack, containing information about her setting, the policies, her training certificates and other relevant information, is initially shared with parents. The childminder gathers comprehensive details about the children and obtains signed, parental consents to ensure children are cared for according to their parents' wishes.

The childminder develops extremely positive and trusting partnerships with parents and welcomes and encourages their feedback and comments. She promotes frequent two-way communication to ensure children's individual needs are met and to promote continuity and quality of care. Written comments from parents, gathered for the inspection, are glowing and very positive about the childminder's competence and care and the variety of activities she offers. Parents are extremely

pleased with the significant progress their children have made through the childminder's input. Parents have regular access to their child's development record and are encouraged to make their own contributions. The childminder has support from her local authority development worker if required and has some verbal links with other settings the children attend to encourage continuity of care and to aid transitions.

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

Children are extremely happy and relaxed with the childminder and are very settled in her warm, kind and attentive care. She knows and values children's individual personalities and is sensitive to their moods and needs. For example, she notices changes in their well-being and offers extra cuddles and attention as required. The childminder plays with the children at their level to focus their attention and extend their learning. She is also skilled to know when to step back and let children learn and discover for themselves. She ensures all children are included and enabled to safely participate, for example, playing marble run with an older child and a toddler.

Children's behaviour is generally very good as they are well occupied and content. They are offered clear explanations and options, and respond well to the childminder's calm and consistent approach. She encourages them to learn how to manage their own behaviour and emotions, wait their turn and share the toys. The childminder is an excellent role model, treating the children with kindness and respect. Positive appreciation of differences is enhanced through a variety of books, activities and experiences. Parents also contribute items from their holidays, culture, faith or language to enrich the children's appreciation of differences.

The childminder establishes children's starting points through 'All About Me' booklets, discussion with parents and her own observations. Relevant and succinct observations, supported by photographic evidence, are recorded in well-presented individual development records called 'Learning Journeys'. Observations are clearly linked to the appropriate areas of learning and any next steps are used to inform future planning and activities. The childminder ensures each child continues to receive challenging and fun learning experiences and that all children are making excellent progress through the Early Years Foundation Stage. She introduces broad themes and related activities to broaden children's experiences, but these are very flexible to accommodate the children's interests and ideas. She is also beginning to introduce more natural materials and play experiences for the children.

Children are becoming active and inquisitive learners and confidently make their own choices and decisions. Toys and resources are easily accessible to them in low-level storage boxes, labelled with photos and text. This enables children to be independent and initiate their own play and learning. Children are generally focussed and absorbed and concentrate for considerable periods with activities which engage them. For example, a toddler plays for some time with an oat flake and glitter mix, competently spooning it into plastic tubs. The childminder recognises that children's learning is enhanced by fun, hands-on activities and

experiences. They explore a range of media, including paint, collage, sand and play dough. Many examples of the children's artwork, plus photos of them at play, adorn the walls, which helps them to feel valued and promotes recall and conversation. Children enjoy cookery activities and help with weighing out and mixing the ingredients. Their imaginative play is well supported, with small world toys, dressing-up clothes and a play kitchen and dolls. Children's problem-solving skills are developing as they do puzzles and play with construction, shape sorters and action-reward activity toys.

Children's communication skills are encouraged and supported well. The childminder talks frequently with the children, broadening their understanding and vocabulary. She also listens attentively to their conversation and their attempts at communication. An appreciation of books is excellently fostered with an appealing selection of books and children readily select their favourites. They snuggle up with the childminder as she reads expressively to them. She engages the children with the book and encourages their participation. Children have regular opportunities for mark making with paint, chalks and colouring crayons. They have daily opportunities for fresh air and exercise, which promotes a healthy lifestyle. They have free-flow access to the paved area which offers ride-on toys and some physical play equipment, and they are supervised in the main garden area. They regularly go on outings to local parks and play areas where they can access larger equipment. Outings are utilised to help children learn about road safety. Babies' and toddlers' mobility and confidence is encouraged through fun play activities and reassurance from the childminder.

Good hygiene is usually promoted so children become familiar with good hygiene routines from an early age. Children are offered a nutritious variety of fresh, healthy foods, for example, snacks of pineapple and apple. The main meal menu is on display for parents. Toddlers are encouraged to try to feed themselves. Children are regularly offered drinks of water, milk or squash, ensuring they are well hydrated. Individual care routines are maintained as much as possible. For example, children are able to sleep or rest according to their needs. Children can sleep on the settee or in a buggy and those who require space away from the others, sleep in a travel cot set up in the dining room and are checked regularly.

## 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	1
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	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