

## Inspection report for early years provision

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<b>Unique reference number</b>	EY355500
<b>Inspection date</b>	04/11/2011
<b>Inspector</b>	Jane Tagg
<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 has been registered since 2007. She lives with her husband and three children aged 14, 11 and five years in a house in Bury St Edmunds, Suffolk. The whole of the house is used for childminding. There is a secure, enclosed rear garden for outdoor play. The childminder is registered to care for a maximum of four children under the age of eight years. The childminder is currently caring for three children under eight, all of whom attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The family have a dog as a pet. The childminder takes children to the school, parent and toddler groups and library. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Overall effectiveness of the early year's provision is good  
Children are happy and settled in the childminder's care because she forms good relationships with them and their parents. In the main, the childminder plans appropriate activities so that children make good progress towards the early learning goals, and keeps detailed record of progress in the learning journeys. She keeps parents well informed about what their children are doing and obtains useful information about their preferences, starting points and routines. This ensures that children's individual needs are being met. The childminder identifies most of her strengths and weaknesses and makes some well considered improvements to her provision for children.

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

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

- extend children's knowledge and understanding of the world with regard to outside play and using technology

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

Children are safeguarded well in the setting because the childminder has good knowledge of local safeguarding policies and procedures. She has completed training and has appropriate contact numbers available should she have a concern about a child. Children are kept safe whilst in the childminder's care because she supervises them well and is vigilant when out and about. For example, she takes emergency contact numbers and a first aid kit out with her. The childminder completes written risk assessments to ensure children's safety around the setting and while on outings.

The childminder has good knowledge about the Early Years Foundation Stage and uses this to support children in their learning. The environment is organised to enable children to select their own activities from a selection available in the conservatory, lounge and garden and so become independent learners. There is a good range of quality resources for children to choose from including a battery-powered crane, musical instruments, construction toys, puzzles and books. This enables children to make good progress in their development overall.

The childminder self-evaluates, is aware of her strengths and weaknesses and looks for ways to improve the quality of provision. For example, she wants to start to introduce more resources so children can learn about technology to enhance their skills for the future. Previous recommendations have been addressed. The childminder continually looks for ways to improve her practice and involves parents in this by sending out questionnaires.

The childminder forms good relationships with parents and carers. She obtains information about each child, such as children's preferences and interests. This means that individual children's needs are met effectively. Parents are suitably informed about their children's progress through detailed learning journeys with photographs and examples of their work. The childminder makes good partnerships with others, such as the local school and children's centre staff to support her practice.

The childminder supports young children to understand their own and others cultures and beliefs, for example, by celebrating some festivals and children's birthdays. A range of multicultural resources such as books and puzzles are available for children to learn about differences and diversity. The childminder adapts activities to enable all children to participate and to ensure they feel fully included in the setting. Children show care and kindness to each other.

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

Children enjoy their time at this setting as good relationships with a caring and responsive childminder have been built. The childminder is committed to meeting the individual needs of the children and provides purposeful activities and visits. Children are able to move around the setting freely as they know where they can go. They choose for themselves from the good quality resources and wide range of toys available. This encourages children to become independent learners and feel secure. The childminder ensures children's safety when on outings by checking for hazards, holding their hands and teaching them about road safety.

Children's good health is promoted by the childminder. Children are able to play outside daily in the garden and through visits to the local area. They are given opportunities to exercise, such as, jumping on the trampoline, throwing bean bags or playing parachute games. This develops their physical skills and they increase in confidence as they feel the effects of exercise on their bodies. Children are

learning about healthy food choices as they are offered fruit at snack time. The childminder is supporting children to keep them healthy by teaching children effective care routines, such as hand washing before meals and after playing outside.

Children are making good progress in general towards the early learning goals because the childminder plans activities around their interests and needs. She observes children's play and uses the information to identify learning priorities for all children recorded in their learning journeys. This means that children can make good progress in their learning and that the activities planned are fully effective to meet their needs. Children are developing good language skills, as the childminder is engaging them in conversations all the time. Children are beginning to be aware of volume and number through everyday activities like counting steps on the slide, weighing ingredients for cooking and putting a toy on the correct number in the hopscotch puzzle.

To begin to learn about natural materials, children play with sand and water, they fit together train track and visit local parks. The childminder recognises children have less opportunity to use technology such as cameras or programmable toys. Children learn about the wider world through the childminder's enthusiasm to take them on outings in the community. This means that children are also learning good skills for the future. However, children have limited opportunities to use the outdoor area for activities such as growing vegetables. Children paint their hands to make prints, pretend to feed their dolls in imaginary play and make ghosts from bags filled with cotton wool. This means they are using all their senses to be creative.

Children behave well in the setting as the childminder has clear and consistent boundaries to which they readily respond. This ensures children feel settled and confident to explore their surroundings. They are developing a respect for themselves and others as the childminder discusses differences in families and people using books and puzzles and through celebrating festivals together. They are praised for their efforts and sometimes receive a reward sticker, which gives them pride in their work.

## 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

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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