

## Inspection report for early years provision

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<b>Unique reference number</b>	EY426563
<b>Inspection date</b>	18/11/2011
<b>Inspector</b>	Sarah 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 2011. She lives with her partner and two children aged six months and two years in Mildenhall, Suffolk. The whole of the childminder's house is used for childminding, with the exception of two bedrooms. There is an enclosed garden for outdoor play activities. The family has a pet dog.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than one of whom may be in the early years age range. She is currently minding one child in the early years age group, who attends on a part-time basis. The childminder also offers care to children aged over five years. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently supporting a number of children who have English as an additional language.

The childminder drives to a local school to take and collect children. She attends local social groups with the children and takes them on regular outings.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well with the childminder and overall they are supported to make steady progress in their learning and development. Systems to support children who have English as an additional language are in the early stages of development. The childminder takes appropriate steps to maintain children's health and safety and most of the specific legal requirements are met in relation to risk assessment. A sound range of information is exchanged with parents to ensure the childminder can meet children's individual needs. The childminder has started to evaluate her practice, resulting in some general improvements to the provision for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).
- 05/12/2011

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

- evaluate the organisation of the daily routine and deployment of adults to ensure they are flexible enough to meet children's individual needs

- develop a stronger culture of reflective practice to identify the setting's strengths and areas for development that will improve the quality of provision for all children
- improve the use of observations and assessment to ensure they are used systematically to identify the next steps in learning for individual children
- strengthen support for children learning English as an additional language by providing more opportunities for children to develop and use their home language in their play and learning.

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

The childminder is able to recognise when children may be at risk of harm because she is aware of the signs and symptoms of abuse and neglect. She has developed a clear written safeguarding children policy to ensure any concerns about a child's welfare are reported to the relevant agencies. Appropriate risk assessments are undertaken in the home and garden to minimise potential risks to the children's safety. For example, steps are taken to ensure children are not left alone with the childminder's dog and safety gates are used to limit children's access to the stairs. However, the childminder has not made a written record of the risk assessment to meet the Early Years Foundation Stage requirement. This means that the risk assessment is not reviewed systematically to ensure any new risks to children's safety are fully identified and addressed. Important documents and records are maintained, including clear details of the people who are authorised to collect children from the setting. All the necessary checks are carried out to confirm that the childminder and other members of the household are suitable to be in contact with children. On the whole, children are supervised well as they play. However, at times, the childminder is unable to respond to the flow and movement of children within the home and garden, due to the casual organisation of activities and how she deploys herself during some daily routines. This means that children occasionally experience less direct support and supervision. Children access a sound range of quality furniture, equipment and resources that are suitable to stimulate and challenge their thinking and exploration.

Partnership and engagement with parents and carers is positive. There is a regular exchange of information, mainly during the time the childminder spends chatting to parents and updating them on their children's progress. The comments written on the children's daily diary sheets are also shared, ensuring children's continuity of care is further promoted. The childminder understands the importance of working in partnership with other agencies and early years settings children attend to ensure children's needs and progress are supported in a joined up way. The childminder has an inclusive policy of welcoming all children into the setting and uses a clear form to record details of their individual needs and routines.

The childminder reviews and reflects on her practice and as a result, she has made some improvements to benefit the children in her care. For example, she has purchased some puppets to encourage children's enjoyment of books and has created a dedicated child-friendly playroom. Although the childminder is keen to secure continuous improvement, she has not yet established a regular cycle of

self-evaluation. This means that she is not yet systematically reviewing all aspects of her practice and occasionally weaknesses are not identified and addressed as promptly as they could be.

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

Children enjoy their time in the setting and develop a trusting bond with the childminder. They often seek out her company, bringing her toys and approaching her for comfort when they are feeling tired. A consistent routine is followed each day, which helps children to develop their sense of belonging and to have appropriate time for rest and play. Children particularly like to access the dedicated playroom where they choose from a variety of resources which are stored in clear drawers so they can see the contents. For example, children show an interest in mark making as they help themselves to colouring pens and begin scribbling in a book. The childminder extends children's thinking as she prompts them to notice the different colours created by the pens as they draw.

The childminder has started to record a diary of some of the activities that children are involved in, including some general observational notes of the key skills they are developing. However, this information is not used systematically to plan future activities that are truly tailored to children's developmental needs and ongoing progress. Despite this, the childminder is getting to know the children in her care and can respond well to some of their interests. For example, she provides various toy vehicles to reflect children's interest in cars. Children enjoy moving these across the table top and begin to vocalise as they repeat the word 'car' after the childminder. This shows that children are beginning to find a voice and discover new words. The childminder is starting to consider the needs of younger children who have English as an additional language as she speaks to parents to gather a very basic awareness of children's home language. However, there are few opportunities for children to use their home language at the setting to ensure they build confidence in expressing their preferences and feel encouraged use key words in the different languages they are learning. Children's early numeric understanding is promoted as they hear the childminder talking about numbers as they play. For example, children listen and watch as she counts the number of stickle bricks they have used in their constructions. The childminder helps children learn about the wider world through the provision of a small selection of toys and resources that show positive images of people of different cultures and with disabilities. Children are encouraged to share and their behaviour is dealt with calmly yet clearly, taking into account their age and level of understanding. This means that they are beginning to understand right from wrong and to play happily together.

Children's health is promoted as they have daily opportunities to get out into the childminder's garden and take in the fresh air. For example, they demonstrate an awareness of space as they pedal the ride on toys to avoid obstacles and enjoy being energetic as they throw and kick a small yellow ball. Children are provided with snacks and meals that are balanced and healthy. The childminder takes time to praise children for eating their grapes, blueberries and green beans so that they

learn that these are good for them. Appropriate consideration is given to raising children's awareness of safety issues. They learn to keep themselves safe through gentle reminders such as the dangers of hurting themselves if they climb on the sofa.

## 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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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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