

## Inspection report for early years provision

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<b>Unique reference number</b>	EY428471
<b>Inspection date</b>	24/11/2011
<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 in Red Lodge on the outskirts of Bury St Edmunds in Suffolk. The whole of the childminder's home is used for childminding, with the exception of the master bedroom. A secure enclosed garden is used for outdoor play activities. The family has no pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding three children in the early years age group who attend 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 escorts children to and from a local school. She attends local social groups with the children and takes them on regular outings. The childminder holds a relevant early years degree qualification.

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

Overall the quality of the provision is good.

Children's individual needs are effectively met by the warm and caring childminder. Opportunities for play are securely linked to children's individual interests and developmental needs, ensuring they enjoy their time at the inclusive setting and make good progress towards the early learning goals. Strong emphasis is placed on ensuring effective steps are taken to minimise all risks to children's safety. The childminder fosters purposeful partnerships with parents and carers to ensure a wide range of information is exchanged and children's continuity of care is well promoted. Systems for liaising with other early years practitioners and agencies are in the early stages of development. The childminder is very committed to the setting's continuous development and uses effective self-evaluation and reflective practice to make good improvements to the provision for children.

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

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

- develop ways to work in partnership with other early years settings, professionals and groups in the community to promote further continuity in children's care, learning and development
- extend the range of outdoor equipment and resources to enhance opportunities for children's physical development.

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

The childminder demonstrates a strong commitment to safeguarding the children in her care. She fully understands her duties to refer any concerns about a child's welfare to the relevant agencies, and has proactively booked on a safeguarding training course to build on her existing knowledge. In addition, the childminder has developed a wide range of informative written policies and procedures which support the smooth running of her setting and promote positive outcomes for children's safety. These include a clear emergency evacuation plan and effective systems for risk assessing all aspects of the home, garden and outings. The childminder makes sure that Ofsted are notified of any changes to the adults living in the home to ensure all required suitability checks are carried out. The environment is organised very well, with plenty of scope for children to move around freely and easily reach the toys and resources they wish to explore. The home also offers versatile and comfortable spaces where children can play quietly and rest according to their individual needs. The childminder takes steps to ensure the provision of resources remains sustainable. For example, she takes advantage of local car boot sales to enable her to purchase further good quality resources to enhance the children's learning.

A clear commitment to promoting equality and diversity is evident in the setting, as the childminder values each child's background and unique personality. Partnerships with parents and carers are very good and the childminder has clear and open systems for communication, including daily discussions and the regular sharing of observations and photographs in each child's learning journey record. This means that parents are very well informed of their children's achievements and overall progress. Parents are encouraged to share their views as they are invited to write testimonials and complete comments slips. They make reference to the fantastic service provided by the attentive childminder and how easily and happily their child has settled in. Systems for liaising with other early years practitioners and outside agencies are fairly casual and involve the passing on of basic information about the children's needs when required. The childminder is yet to explore how she can extend these links to fully maximise opportunities for children's progression and continuity of care.

The childminder has attended a good range of training courses to complement her existing early years degree and afford her with the knowledge she needs to meet children's individual needs. For example, she has increased her understanding of operating a home-based childcare setting by completing a relevant childminding course. Effective self-evaluation and monitoring, using the Ofsted self-evaluation form as a tool, enables the childminder to identify clear targets to bring about sustained improvement. For example, she intends to establish flexible monthly themes in the planning of activities to enable her to introduce children to a wider range of new experiences and concepts.

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

The childminder fully understands how children learn through play and exploration. She provides children with a good range of play opportunities that promote all six areas of their learning and development and reflect children's interests. For example, when children show an interest in animals the childminder plans an outing to a local pet shop where children delight in seeing hamsters and rabbits. From a young age, children are able to choose from various toys and games which are easily accessible to them in low-level storage boxes and set out on the carpet. For example, they confidently find space to empty out a box of dressing-up clothes, before rummaging through to find the garment they wish to wear. The childminder spends much of her time close to the children, skilfully supporting and extending their thinking. For example, she encourages them to practise their early counting skills as they walk down the each of the stairs and shows them how to write their name on the magnetic writing board. Children's development is effectively planned and monitored. The childminder keeps clear written observational records and photographs, which are collated to form a beautifully presented learning journey for each child. This means that the childminder is able to track children's progress carefully and to plan for any gaps in their achievement.

Children enjoy using their real life experiences to develop themes in their role play. For example, whilst playing with dolls they lay them on the bed and begin feeding them with a bottle. Props, such as plastic food, hairbrushes and empty toiletry bottles also support children's imaginary play. Children have plenty of opportunities to problem solve, for example they twist pieces of jigsaw to make them fit, and work out why the small cow will not fit in the lorry. There is a wide range of opportunities for children to explore different textures and materials as they feel the sand, cooked pasta, water, paint and jelly with their hands and sometimes their feet. Children are introduced to a good range of new experiences which begin to strengthen their awareness of diversity and the wider world. For example, they colour pictures of poppies to mark Remembrance Day and learn about Thanksgiving traditions as they make a pumpkin pie. Children's behaviour is good as they are fully supported by the childminder's sensitive, consistent and age-appropriate approach to behaviour management. They respond very well to her praise and encouragement, which enables them to try new activities and share their ideas with confidence. Children show a strong sense of responsibility as they show the childminder how they can tidy away the toys and replace the lids on the pens for themselves.

Children feel very safe and secure as they establish trusting relationships with the childminder and have a safe environment around them. They actively learn about keeping safe through the childminder's clear guidance and sharing cartoons and books that focus on important aspects of fire safety. The childminder promotes children's good health by following effective cleaning routines and ensuring the food provided by parents is served safely to the children. There are good opportunities for children to be physically active and to exercise each day. They enjoy being energetic during trips to a small forest and local parks where they access swings and climb on apparatus. Currently the range of outdoor equipment

provided in the childminder's garden is fairly limited, which restricts opportunities for children to be offered wider challenges in their physical development. Children are learning to manage their personal hygiene as they follow positive hand washing routines throughout the day and have daily opportunities to brush their teeth after breakfast.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met