

## Inspection report for early years provision

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<b>Unique reference number</b>	EY428276
<b>Inspection date</b>	29/11/2011
<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 husband and two children aged one and nine years in Bury St Edmunds, Suffolk. The ground floor and two bedrooms on the first floor of the childminder's home are used for childminding. A secure enclosed garden is used for outdoor play activities. The family has a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two 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 walks and 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 good.

The childminder provides a very warm, welcoming and inclusive setting where children's individual needs are effectively identified and met. Children feel very safe and settled as they explore a broad range of activities, toys and equipment that support their interests. Overall, the use of observation and assessments enables the childminder to plan and promote children's good progress towards the early learning goals. The childminder engages effectively with parents and carers, including some opportunities for them to share what they know about their children's development. The well-trained childminder is reflective in her approach and demonstrates a clear understanding of how she intends to bring about further improvements to outcomes for children.

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

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

- incorporate comments from parents and carers into the children's developmental records and ensure this information is used to inform the planning for children's learning
- develop the assessments further to ensure children's progress is systematically tracked against the expectations of the Early Years Foundation Stage.

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

The childminder has a good understanding of her responsibilities in safeguarding children and has a broad awareness of the procedures she would follow should she have a concern about a child. These procedures have been set out comprehensively in a written safeguarding policy which is shared fully with parents. The childminder has shown further commitment to her duties in keeping children safe by attending a relevant safeguarding training course. All adults living at the childminder's home have completed the necessary suitability checks, including an enhanced Criminal Records Bureau disclosure. The childminder carries out competent risk assessments of her home, garden and outings, and as a result children benefit from very safe and child-friendly environments in which to play. For example, the childminder intuitively repositions some small chairs to minimise opportunities for children to climb on them unsafely. Toys and resources are wide ranging, fit for purpose and support children's all-round development. There are comfortable spaces for children to relax with books and to sleep to suit their needs.

The childminder has a very good knowledge of each child's background and needs through well-planned settling-in routines and the detailed gathering of important information from their parents. There is a good ongoing exchange of information through daily discussions and comments that are kept in a daily diary. This strongly contributes to the continuity of care for children across their home and the childminding setting. The childminder keeps parents fully informed of their children's progress in their learning and development by actively sharing the children's development records, including many photographs of children's play. However, as yet the childminder has not fully explored how she can encourage parents to contribute to these records in order to maximise their involvement in their children's learning. The childminder is not currently caring for any children who have special educational needs and/or disabilities. However, she has a secure understanding of the value of working with other professionals when the need arises to ensure she can meet children's specific needs. The childminder's good understanding of the benefits of working with other early years settings has a positive impact on children's ability to experience further continuity of care. For example, the childminder liaises with teachers at the local school to discuss and support children's behavioural needs.

In the months since registration, the childminder has worked hard to develop her understanding of operating a home-based childcare setting by completing a relevant childminding course. This enabled her to establish a comprehensive set of written policies and procedures to support the very safe and efficient management of the setting. The childminder has a strong commitment to ongoing improvement through effective self-evaluation and clear identification of areas for development. For example, she intends to source some further training to help her to feel more confident when using the Practice Guidance for the Early Years Foundation Stage in her planning.

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

Children respond well to the childminder's enthusiasm and enjoy her involvement in their play. She interacts well with them, often asking questions to extend their thinking and to develop their language skills. Children are encouraged to articulate new words, including 'panda', 'zebra' and 'toucan', when looking at the magnets on the refrigerator. Good use is made of the lounge, which is set out to provide many accessible toys and ample space for children to spread out and move around in their play. For example, they confidently choose to empty the coloured bricks onto the carpet, before tidying these away to accommodate an energetic singing and dancing activity. The childminder plans a range of craft activities that support children's creative ideas, including opportunities to paint onto leaves and pine cones and to make handprints on paper. Children's numeric understanding is developing very well as the childminder makes the most of opportunities to encourage counting. For example, they count the number of holes to work out how many pegs they need to fill them. The childminder is continuing to develop the systems she uses to monitor children's progress. She keeps clear written records and photographs of her observations, which provide a meaningful account of each child's achievements. Overall, this system is used well to identify the children's next steps in learning and to encourage them to develop to their potential. However, the childminder is not making full use of the Practice Guidance for the Early Years Foundation Stage to track children's progress and ensure any gaps in their achievement are identified more systematically.

Children behave well given their stages of development. The childminder sets a good example so that children learn positive behaviour. For example, children show a stronger inclination to help with tidying away the bricks when they see the childminder doing this. Calm and consistent boundaries are reinforced to support younger children who are learning to share and respect each other's space. They are able to play well together following the same theme. For example, they delight in playing a game of hide-and-seek as they hide together under the throw, eagerly waiting for the childminder to find them. Opportunities to meet and socialise with others, including visits to local social groups, the hairdressers, shops and doctors surgery, enable children to have a very good awareness of themselves as part of their local community. They are beginning to develop a strong awareness of differences in people and the wider world as the childminder talks positively to them about people who have disabilities and shares some books that feature people from different ethnic backgrounds.

Children feel particularly safe and secure with the caring childminder. This is because she has a very reassuring approach and takes time to encourage children to consider their own safety. For example, younger children learn that it is unsafe to climb up onto the window sill and are given clear explanations about the importance of doing up the straps on their chair seat. Children are actively encouraged to adopt aspects of a healthy lifestyle, such as spending plenty of time outdoors in the fresh air and benefiting from a balanced and nutritious diet. They are keen to try new foods and make healthy choices as they eagerly ask for an apple at lunch time. The childminder supports children to follow regular hand

washing routines from a young age, and uses fun rhymes and actions to reinforce the importance of regular tooth brushing.

## 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

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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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