

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431850
<b>Inspection date</b>	14/12/2011
<b>Inspector</b>	Moira Oliver
<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 and works with another registered childminder and minds from her co-childminder's house in Ipswich, Suffolk. The whole of the ground floor of the property is used for childminding and there is an upstairs bedroom available for daytime sleeping. There is an enclosed garden for outside play. The childminder is able to take and collect children from local schools and pre-schools. The household does not have any pets.

The childminder is registered to care for a maximum of five children under eight years. She minds with a co-childminder, and together they may care for a maximum of 11 children. Currently they are caring for 10 children between them, seven of whom are within the Early Years Foundation Stage. The childminder also offers care to older children and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children who speak English as an additional language. She shares overall responsibility for the childminding practice with her co-childminder.

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

Overall the quality of the provision is good.

The childminder and her co-workers provide a happy, welcoming environment where children make good progress in their learning and development. Children's welfare is successfully promoted and they are safe, secure and healthy. Strong, trusting partnerships are built with parents to ensure the needs of all children are well met. The childminder and her co-childminder have begun to reflect on their practice and to take effective steps to improve their good setting further.

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

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

- extend activities to celebrate other cultures to further promote and value diversity and difference
- develop a system for using reflective practice to identify the setting's strengths and priorities for improvement that will improve the quality of the provision for all children
- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development.

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

Children are effectively safeguarded because the childminder, her co-childminder and assistant clearly understand their roles in child protection and are fully aware

of the procedures to follow should a concern arise. They have attended recent training and have clear policies and procedures to support their practice. Safety is a priority; thorough risk assessments are carried out and daily checks take place to ensure hazards are minimised. The premises are safe and secure and children cannot leave them unattended. The children are supervised at all times and receive high levels of care and attention.

Resources are set out invitingly and children are familiar with where to find things. For example, they look through the dressing-up clothing rail and box of accessories to find the lion costume and the high heeled shoes. The childminder works directly with the children and gets involved in their play. The days are planned to include plenty of time for fresh air and physical play, both in the garden and the local parks.

The childminder and her co-workers make a very effective team and are dedicated to their roles. They are keen to develop their skills further through training and working closely with the local authority. They have begun to informally use self-evaluation to monitor their provision. However, systems are not yet in place to form a clear action plan or identify how this will impact on improving outcomes for children.

The childminder promotes equality and diversity and is sensitive to children's differing family backgrounds, supporting them to value their own and other people's lives. However, opportunities to build on children's own experiences of culture, religion and tradition have not yet been fully explored.

The childminder fully understands the benefits of working closely with the parents and builds strong, trusting relationships. She ensures that they are well informed through newsletters, and daily conversations ensure that they regularly share information about the children's interests and achievements. Some parents choose to take their child's developmental records home to look at. However, information from parents or previous settings the children have attended is not consistently used to assess children's starting points or to identify their next steps in their learning and development.

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

Children are happy, confident and have fun in the setting. They move around the play areas, independently selecting resources and activities from the range provided. They make good relationships with the other children who attend and involve the childminder in their play. They happily co-operate with building a train track and share the trains out to move around the track. Children's language is developing well as they chat to each other and the adults about what they are doing. They talk about the days of the week, months of the year and the seasons as they take part in circle time. Older children are beginning to know the sequence of the days. They enjoy stories and visit the local library to choose books which they share together.

Children use numbers as they sing to themselves, counting the numbers up to 14. They compare size and shape and talk about shoes being too big or too small. They learn about their local and wider community as they visit shops, parks, woodland and other places of interest. Children use their imaginations as they dress up in a range of costumes. The lion costume is a firm favourite as they walk around and roar. They have lots of opportunities to express themselves through art and crafts and they enjoy mixing paint and sprinkling sequins and glitter as they make holly wreaths for Christmas. They love singing and choosing their favourite rhymes, following the actions and joining in with the words.

Children have lots of opportunities to practice their physical skills as they play in the garden and in the park. They scoot around on the scooter and in the play car and use a range of climbing equipment in the park. There are many toys and resources to encourage babies and toddlers to reach, crawl and to pull themselves up.

Children's welfare is successfully promoted. Their home routines are followed, allowing babies and younger children to sleep, eat and play according to their individual needs. Robust policies and procedures ensure that hygiene standards are good and the spread of infection is minimised as they prepare food and change nappies. When parents inform the childminder that their child has an infectious illness she ensures that all other parents are informed immediately. She follows clear guidelines and advice ensuring they do not return to the setting until they are well and no longer contagious.

Children enjoy regular, healthy and varied meals and snacks. Mealtimes are sociable times when adults sit and eat with the children, supporting them to feed themselves. Children learn how to keep themselves safe as they practise fire drills and learn about road safety. The childminder and her co-workers work closely with the parents to ensure that consistent, effective strategies are used to support children to manage their own behaviour. The childminder treats the children with kindness and respect and uses simple, age-appropriate explanations to help them to understand right from wrong. The children learn to take turns, share the toys and equipment as well as the attention of the adults.

## 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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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