

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431840
<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. She lives with her family in Ipswich, Suffolk and works with a co-childminder and occasionally an assistant. 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 clearly understands her role in child protection and is fully aware of the procedures to follow should a

concern arise. They have both attended training and clear policies support their practice. Robust recruitment systems ensure that any assistant has all relevant checks carried out and they are fully aware of the settings policies and procedures. Children are supervised at all times and receive high levels of attention. Thorough risk assessments ensure that the premises are safe and secure and all equipment is regularly checked to minimise any hazards. Children remain safe on outings and relevant equipment, such as, first aid items and parents contact numbers, are carried at all times.

The childminder organises her home to provide a stimulating and child friendly play environment. Resources are stored invitingly for children to independently select. 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 work 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. She supports 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 builds good relationships with the parents and keeps them well informed about their child's day at the setting. Daily diaries ensure they are informed about what their child has eaten, their sleep routines and nappy changes. They receive news letters to inform them of forthcoming events and to remind them about suitable clothing, to ensure their children can play outside in all weathers. They share information verbally on a daily basis and talk about each child's achievements and interests. Some 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, settle well and have fun in the stimulating indoor and outdoor environment. They confidently move around the play areas making choices as they access the toys and equipment. They make good relationships with their peers as well as the childminders and enjoy their time at the setting. They take pride in their environment as they willingly help to tidy up the toys, making space on the carpet to get the tables out for a snack. Children's language skills are developing well and they talk happily to each other and the adults. They are pleased with themselves as they take out the animals and name each one, making sounds for them and laughing as they snort like a pig. They enjoy snuggling on the childminder's lap for stories and independently select books from the inviting selection displayed on the rack. Children count as a whole group as they talk about

the calendar. Older children recognise numbers up to eight as they use the hopscotch mat, saying the numbers as they step or hop onto them.

They have many opportunities to be creative and to use a range of craft materials. They talk about colours as they mix red and green paint and enjoy the feel of the paint on their hands. They use their imaginations as they push toy pushchairs around the garden and join in a chasing game as they run away from the lion. Children are becoming skilled with construction toys and older ones put together the train track for the younger ones to use. They learn about the weather and the changing seasons as they discuss the wind and watch the clouds moving across the sky.

The childminder understands the benefits of the outdoor learning environment and encourages outdoor play in all weathers. They use the garden regularly as well as the local parks. Children enjoy climbing, scooting along on wheeled toys and sing as they rock back and forth on the see-saw. Baby's and toddler's physical development is well catered for with a range of resources to support movement and walking.

The childminder has a good knowledge of nutrition and plans a varied menu for the children, which is both healthy and appetising. They enjoy a wide range of fresh fruit and often choose it themselves from the local shops. Children have a choice of drinks at snack and meal times and water is always available to ensure they are hydrated. They are beginning to understand personal hygiene as they follow hand washing routines before eating. Their physical needs are well met as the childminder works closely with parents to ensure that children sleep, eat, play and rest according to their individual needs.

Children learn how to keep themselves safe. They are aware of the few simple house rules, such as, being kind to each other, eating and drinking in the kitchen and dining area and respecting the furniture. Children behave well as they play together and learn to share the toys. The childminder is calm and relaxed in her approach and uses effective strategies to support children to manage their own behaviour. She is genuinely interested in them and treats them with kindness and respect, providing a positive role model.

## 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