

## Inspection report for early years provision

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<b>Unique reference number</b>	EY255755
<b>Inspection date</b>	20/02/2012
<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 2003. She lives with her husband and two children aged 11 and 15 years in Lakenheath, Suffolk. The whole of the childminder's bungalow is used for childminding, with the exception of the master bedroom. A fully enclosed garden is used for outdoor play activities. The family has four pet cats.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of whom may be in the early years age group. 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. She is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to a local school and nursery 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.

Children are supported to make good progress across all areas of their learning and development in an inclusive and safe environment. Effective use of observation and assessment enables the childminder to plan a range of activities to reflect children's interests and promote the next stages in their development. Children's individual needs are fully met and they establish a strong sense of belonging at the setting. There is a suitable exchange of information with parents, carers and the other early years settings that children attend, although there is scope to extend this to promote further continuity in children's care and progression. The childminder demonstrates a good commitment for continuous improvement as she reflects well on her practice and plans ongoing training to update her professional knowledge.

## **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 these are used to inform the planning for children's learning
- extend opportunities to share relevant information with the other early years settings that children attend in order to promote further continuity in each child's care, learning and development.

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

Children are well protected in the childminder's care. Policies for safeguarding children are implemented effectively by the childminder and these are reviewed regularly to reflect any updates to local procedures. This means that the childminder is able to meet her safeguarding duties and report any concerns about a child's welfare to the relevant agencies. Children's safety, both inside and outside of the home, is assured because the childminder undertakes thorough risk assessments and carries out routine fire evacuation drills with the children. She has recently extended her record of risk assessments to include a daily list of safety checks which are systematically followed before children attend each day. The learning environment is well organised and resources are purposefully deployed to promote children's free choice and independence. High quality resources enhance outcomes for children's enjoyment and achievement as they offer good levels of interest and challenge to suit their different ages and stages of development. There are comfortable spaces for children to sit to enjoy books, and the tables are used well for craft, drawing and puzzle activities.

The childminder has a positive approach to inclusive practice and recognises that every child is an individual and has unique needs. She has clear ideas of how she would work with parents and outside professionals to enable her to care for children with special educational needs and/or disabilities in the future. Overall, the childminder demonstrates a sound commitment to working in partnership with parents and carers. She uses daily discussions to exchange information about children's daily routines and the activities they have enjoyed. Although the childminder is keen for parents to share in their children's learning, she has not yet explored any ways to encourage parents to contribute their own comments to their children's learning journey records. Systems for liaising with other early years practitioners and outside agencies 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 is open to suggestions about her practice and strives for continuous improvements which have a positive impact on children. For example, she welcomes advice from a local authority advisor and often shares good practice ideas with another registered childminder. All of the recommendations raised at the previous inspection have been effectively addressed. For example, outcomes for children's safety have improved significantly because the childminder has installed a fence in her garden to limit any potential for intruders to gain access. The childminder has arranged a well-planned schedule of training, which demonstrates her strong commitment to building on her existing good practice.

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

The childminder provides a welcoming, safe and homely environment for children where they make a positive contribution and enjoy their learning. She spends time observing the children at play and makes effective use of resources and questioning to extend children's ideas and thinking. Children's individual learning journey records reflect the wide range of activities they engage in, as well as, the childminder's good understanding of implementing the Early Years Foundation Stage. The childminder consistently records observations of the children's achievements and assesses their development against the expectations of the early learning goals. This means that she is able to identify any gaps in their achievement and ensure the next steps in their learning are planned for.

Through ongoing positive interaction with the children, the childminder ensures that they develop good skills for the future. While children take a break during a walk in the local area, the childminder spontaneously sets up a fun game for them to count the number of red cars that pass by. This enables children to consolidate both their counting skills and knowledge of colours. Children thoroughly enjoy story times with the childminder, providing a relaxed moment in their day. The childminder skilfully promotes their involvement in the story by encouraging them to find the hay stack, hen and eggs in the pictures. Children also learn to articulate new and more challenging words as they talk about Eskimos.

The childminder provides an increasing range of resources which reflect the wider community and enable children to develop a good awareness of diversity. For example, children share books about differences in people and this inspires discussions about how some people wear glasses, have different coloured hair and may use a wheelchair. The festivals and events that children celebrate at home are incorporated into the planning as they engage in a range of Christmas crafts and use a globe to bring meaning to their experience of visiting their grandparents in China. Children have valuable opportunities to take on responsibility for everyday tasks and to develop their independence. For example, they enjoy helping childminder to fill the washing machine with clothes and demonstrate good skills in using everyday technology as they press the buttons and controls. While they help to hang the washing on the line, they talk about how the wind and sunshine will help to dry the clothes. This demonstrates their growing understanding of how things work and aspects of the natural world.

Children's welfare needs are fully supported. They lead healthy lifestyles as the childminder is vigilant in following good hygiene practices and ensuring children are cared for in very clean environment. Children are actively encouraged to wash their hands and to place their hands over their mouths when they need to cough, minimising the risk of cross-infection. Plenty of fresh air and exercise promote their well-being and physical development. For example, regular visits to the local park provide opportunities for children to be physically active as they hold onto the zip slide and carefully learn to climb the steps on the large slide. The childminder encourages parents to provide healthy packed lunches for the children and supplements these with nutritious snacks of fresh fruit and cheese when

necessary. Children feel safe in the care of the childminder and receive clear messages to help them to understand how they can play a part in keeping themselves safe. For example, they talk about road safety and remember that it is important to stay close to the childminder during outings. There are close and nurturing relationships amongst the children and they are praised and encouraged as they play. This boosts their confidence and self-esteem and ensures they feel settled and secure at the setting.

## 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	3

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