

Inspection report for early years provision

Unique reference number	255854
Inspection date	08/11/2010
Inspector	Jacqueline Mason
Type of setting	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1995. She lives with her husband and two grown-up children in a residential area of Norwich, Norfolk. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible via a small step.

The childminder is registered on the Early Years Register to care for a maximum of six children at any one time, of which no more than three may be in the early years age range. She is currently minding six children on a part-time basis, of which four are in the early years age range. The childminder is also registered on both the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children and also uses a car. The childminder attends local parent and toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good awareness of the Early Years Foundation Stage and promotes inclusion to ensure that all children are able to participate and make steady progress in their learning and development. A welcoming environment is provided that helps children to feel happy and settled in her care. The childminder has effective partnerships with parents and others who provide care and learning for the children. Policies and procedures are in place and most requirements are met to ensure that the health and safety of all is promoted. The childminder is aware of the importance of self-evaluation to promote better outcomes for children. She is developing effective methods to monitor the strengths and areas for the development of her provision.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take necessary steps to safeguard children by including the action that would be taken if an allegation of abuse was made against any person living or working on the premises into the safeguarding policy and make this available to parents (Safeguarding and promoting children's welfare). 30/11/2010

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

- improve the methods used to evaluate activities in order to plan effectively for the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of the signs and symptoms of abuse to help her recognise when children may be at risk. She knows how to report concerns but is not confident about the procedure that she would follow if an allegation was made against herself or a family member. Therefore, the procedure is not shared with parents and has the potential to put children's welfare at risk. Risk assessments are carried out to ensure that children are able to play safely indoors, outside and on outings. An effective emergency evacuation procedure has been put in place and this is practised regularly to ensure that the childminder and the children know what to do to keep safe.

The environment is organised to meet children's individual needs. Toys are stored to enable children to self-select from the range available and this encourages the development of their independence. Consistent routines are followed throughout the day, promoting children's confidence and sense of belonging. Children have very good relationships with the childminder. They receive lots of attention and are treated with genuine warmth and positive regard. The childminder promotes inclusion and children are able to participate in activities at their own level of understanding. Activities are adapted so all children can take part. The childminder has positive relationships with parents and works with them to ensure that children's individual care and learning needs are met. She has developed partnerships with others who provide care for the children to ensure that children's care and learning needs are met.

Policies and procedures, necessary for the efficient running of the setting, are in place and these are shared with parents. This ensures that they are fully informed about the service she provides and enables them to make informed choices about their children's care and learning. The childminder is committed to improvement and seeks the views of parents to monitor the service that she provides. Following comments from one parent stating that they would like to hear a bit more about their child's day, the childminder has made changes to the way that she shares information. In addition, the childminder also seeks the views of the children who attend. Older children are asked to complete a simple questionnaire. Their responses indicate that they are very happy in the care of the childminder. Comments with regard to what they do not like about the provision include 'going home!'

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

The childminder plans for children's learning through activities in which all children can be included and activities are adapted to their level of ability. The childminder plans an interesting range of activities and records are maintained in children's individual 'learning journey' folders. The childminder uses photographs as evidence of children's learning but does not effectively evaluate what children are doing.

Consequently, evaluations of activities are not used to plan for the next steps in their learning. Despite this, the childminder knows the children well and is able to talk about their individual stages of development. She knows their likes and dislikes and endeavours to plan activities that will interest and excite children. She has recently attended a training day on 'making the most of your museum' and followed this by a trip to the local castle. She has also attended a workshop on using woodlands and is planning trips to the local forests where children will learn about the natural world.

The childminder is actively engaged in children's play and learning. She provides a balance of adult-led and child-initiated activities and promotes all areas of learning. She chats with children about what they are doing and introduces new vocabulary, such as 'oval' when helping children to build a train track. Children are developing an awareness of colour and number because the childminder uses colour and number language in play situations, such as the colour of the cars on the dominoes set.

Children's good health is promoted through the childminder helping them to learn about the importance of good personal hygiene. The risks of cross-infection are reduced by not accepting sick children into the setting. Children's dietary needs are met by their parents as they provide packed lunches for their children. The childminder ensures that children have access to a drink at all times to prevent them from becoming thirsty or dehydrated. Children are taken on outings into the local environment where they can be active, such as the local park and woodland. Through outings to the local toddler groups children are developing social skills. They have good relationships with the childminder and each other. They confidently go to the childminder for a cuddle and for support when they cannot manage an activity. Their behaviour is managed well. The childminder recognises the importance of praise and children are helped to learn to share and take turns. Unwanted behaviour is managed appropriately and takes into account children's individual levels of understanding.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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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