

Inspection report for early years provision

Unique reference number	255982
Inspection date	03/03/2009
Inspector	Christine Ann London
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 1996. She lives with her husband and children, aged 12 and 13 years in, Norwich, Norfolk. The home is situated within walking distance of the centre of Norwich and a range of local shops, schools and parks. The childminder's home is accessed easily; a short walk from the residents car park and using one small step into the premises. The whole of the childminder's home, except for the main bedroom, is used for childminding, with an enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. Her husband is registering as her assistant to provide occasional care when he is available.

The childminder takes and collects children from local schools and attends a toddler group on a regular basis. She is a member of an approved childminding network and of the local Sure Start Support Group.

Overall effectiveness of the early years provision

Overall the quality of the provision is good and the childminder provides strong foundations for children in the Early Years Foundation Stage (EYFS). Children's welfare is effectively supported; she recognises children as individuals and works very closely with parents to ensure that all their needs are met. Children benefit from the warm, homely environment where they are respected and valued. They enjoy a wide range of activities and the childminder is committed to further supporting the children's learning. The childminder is able to demonstrate a positive awareness and ability to maintain continuous improvement within her provision.

What steps need to be taken to improve provision further?

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

- improve the regular fire drills to include any problems encountered and how they were resolved
- use the observations and assessments to identify learning priorities and plan individual learning experiences for each child.

The leadership and management of the early years provision

Children's welfare is promoted well through familiar routines which ensure that they are kept safe and secure. A clear set of policies and procedures have been developed to help the childminder carry out her work effectively, support the care of the children and inform parents about the service. The parents are informed about the childminder's safeguarding responsibilities as detailed in her child protection policy. Details held within the childminder's complaint procedures also guide parents through what to do if they have concerns about the children's care. The childminder knows the children she cares for exceptionally well and organises her day to meet their individual needs. The wide range of activities both inside and outdoors help children to make good progress in their learning and promotes their welfare. Risk assessments are consistently conducted to ensure that children are safe. As a result, parents are reassured that all risks have been minimised.

The childminder's effective self-evaluation systems help to identify the strengths and weaknesses of her provision, enabling her to make improvements. This has resulted in changes being made since the last inspection to develop her knowledge of care for children by attending workshops and training courses. The childminder is committed to training and undertakes regular courses to ensure her skills are renewed and up-to-date, such as in first aid, to continue to maintain a good quality service for the children and families who attend.

Children benefit from the extremely positive working relationships the childminder has with their parents to ensure continuity of care. The childminder is pro-active in gathering details from parents about the children before they start to attend to ensure their individual needs are met. Parents receive regular information about their children's activities through photographs and written diaries. Parents comment very positively about the fact their children are 'happy and secure' in the childminder's care. They also say that there is always a wealth of exciting daily activities and play opportunities for their children.

The quality and standards of the early years provision

Children are provided with many play opportunities to help them make continuous progress and develop, regardless of their age. The childminder has a developing knowledge of the EYFS which she uses to plan a range of good adult and child-initiated activities. The childminder discusses children's starting points, interests and skills with parents at their initial visit. The childminder makes observations and assessments of children learning through play. She shares these with parents and uses photographs to make these attractive and easy to understand. Any individual development needs of children can be quickly identified because information is regularly exchanged between the childminder and parents. However, she doesn't yet use her observations and assessments to identify learning priorities for individual children.

Children are keen to take part and choose their own activities, demonstrating their independence. Younger children show good concentration when using their hand-

eye coordination skills to feed their dolls. They hold crayons carefully to colour in the pictures of the vegetables and name these as they work. Children talk about the 'red strawberries' and 'green broccoli', demonstrating their developing knowledge of colours. The outside garden area is used by the children, who take opportunities to ride on the small wheeled-toys and run around, using their whole bodies whilst they exercise. Children experience a range of weathers during their play, learning about the seasons and the environment. Children have well developed social skills. They play alongside each other in the play tent and tunnel, passing a ball through the tunnel and using their imaginative skills. The childminder provides many opportunities for the children to develop their confidence with words and pictures. She reads stories to the children, which they have selected, and encourages them to join in with familiar stories and rhymes. They count when playing games, cutting their play fruit and singing. This helps children develop their early numeracy skills. Children's senses are stimulated as they explore a good range of messy activities, such as paint, dough, glue, sand and water. Older children's creative and design skills are supported as they make a range of craft items from a wide range of interesting resources.

Children have easy access to books and are encouraged to develop their communication and language skills. Younger children are confident in the childminder's care and talk freely about what they like doing, where they can find the musical instruments and about their strawberries and apple at snack time. All children are developing a strong awareness of difference and the wider world. They celebrate a range of cultural festivals such as Christmas, Diwali and Grandparents Day, and play with resources that positively reflect all members of society. All children are included in activities regardless of mobility, age or gender and the childminder has adapted her home to ensure all areas can be easily accessed. Friendly, caring relationships that the children have with the childminder ensure they are secure and confident in her care.

Children are welcomed into a safe, homely environment where they are learning to access resources safely for future independence. They know how to cross the road safely and practice how to get out of the house so they are well prepared for a real emergency. The childminder keeps a log of emergency evacuations. However, she does not record any problems and how they are resolved. Children's good health is extremely well-promoted. Children enjoy a healthy diet, eating fresh fruit and vegetables daily. The children eat strawberries, grapes, tangerines and raisins with a drink from their beakers. She ensures meals provided by parents or herself are nutritious and healthy. The childminder gathers information from parents regarding any issues such as children's medical or dietary needs. Children walk to school and pre-school daily and regularly play outside to exercise themselves in the fresh air. They play with ride-on toys and enjoy exercise activities in the lounge when the weather prevents outdoor play. This contributes to children's understanding of a healthy lifestyle. Children have good space in which to eat, play and take part in art and craft activities. They are able to rest and relax on comfortable furniture or sleep undisturbed in an upstairs bedroom.

Children behave very well. They are able to play independently or together and older children are familiar with the clear house rules that help them to stay safe. Children are helped to learn right from wrong through the positive role model that

the childminder presents. They receive ongoing positive attention from the childminder and are praised frequently, helping to raise their self-esteem and confidence as individuals.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.