

Inspection report for early years provision

Unique reference number	EY253866
Inspection date	07/01/2009
Inspector	Sandra Hornsby
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 2003. She lives with her husband and three children aged 10, seven and two years in the seaside village of Heacham, Norfolk. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The home is accessible up a small step.

The childminder is registered to care for four children under the age of eight and currently cares for seven children on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. Two of the seven children are in the Early Years Foundation Stage age range.

The childminder walks to the local school, nursery and parent and toddler groups. She is a member of the National Childminding Association and has regular contact with other childminders living in Heacham. The childminder works in partnership with parents.

The family have two pet cats.

Overall effectiveness of the early years provision

The childminder offers the children a safe and secure environment where their needs are met to a good standard. The individuality of each child is recognised by the childminder who offers a good inclusive provision, where children are not disadvantaged and are warmly welcomed regardless of their individual needs. She demonstrates a commitment to improving and developing the provision through training and working with other childminders, for example, by sharing good practice and new ideas. She has identified areas in her practice, through her self-evaluation, that need development, and is currently implementing new systems to improve the outcome for children's learning.

What steps need to be taken to improve provision further?

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

- ensure the areas of learning are delivered through carefully planned and purposeful play opportunities that will support children's individual learning and development needs
- ensure you use observations to identify learning priorities and plan relevant learning experiences for each child.

The leadership and management of the early years provision

Childminding records are clear, concise and up-to-date, they are easily accessible and organised supporting the safe and efficient management of the provision.

Children's information held on file is current and the childminder makes sure the changing needs of children are identified. The welfare and safety of the children is maintained to a good standard through the implementation of written documents and procedures. With good knowledge of Local Safeguarding Children Board procedures and recent training the childminder is able to identify any child at risk and liaise with the appropriate agencies.

The childminder has good knowledge about the children in her care. This is because she has a relationship with parents in which information is shared and communication is seen as an important part of the arrangement. Basic verbal information about the Early Years Foundation Stage has been shared with parents and a welcome pack is given which includes all the policies and procedures she uses. Sharing information ensures parents are fully aware of the arrangements and responsibilities of the childminder and what they can expect from her service. Daily diaries, scrapbooks and photographs are kept and shared with parents. This helps parents to see what their children do and how they are progressing.

The childminder uses an effective self-evaluation system to monitor and assess her provision. She is realistic in her assessments and has identified areas for development. She is enthusiastic about developing new systems for planning, observation and assessment and is keen to improve the outcomes for children. She has addressed the recommendation at the last inspection which helps children understand about fire safety and evacuation.

The quality and standards of the early years provision

The childminder has sound knowledge about the children in her care and how to help them have a good time and learn new skills. They benefit from a warm, accessible environment where they have a selection of toys and equipment to choose from freely and independently. Children are also involved in planned adult-led activities, such as cooking and arts and crafts. Younger children are very much part of the family and enjoy the time spent with older children after school, they are involved in role play games of 'hairdressers' and 'ponies' and they sit together for snacks. They enjoy their play and explore and experiment at their own pace with the resources available. Children enjoy the company of the childminder and they have a warm relationship as they match game cards and cut out snowflakes. All children are actively involved in conversation as they talk about their day and ask questions. Children smile and enjoy the praise and encouragement they receive when they are successful at a new or difficult task, which makes them feel good.

The childminder is beginning to familiarise herself with the learning and development requirements and has introduced systems to help observe and plan for the children in her care. However, plans do not reflect a broad and balanced curriculum and although children have access to a selection of toys and equipment, there are fewer planned opportunities for children to explore sensory and natural resources, use information technology equipment, books and undertake number and problem solving activities. Observations are done on children and their next steps are identified, however, the information and

evaluation is not used to plan for the children's individual learning needs. As a result, children's learning opportunities are reduced and play is not specific to their learning and development needs.

The childminder has a good understanding of the welfare requirements and promotes and protects children's welfare. There is a warm homely feel about the setting as children are safe and secure in the care of the childminder. They are supervised, comfortable and cuddle spontaneously, as they share a warm relationship with each other. The childminder has safety measures in place and carries out regular risk assessments which help children to remain safe. Children learn about keeping themselves safe as they practise road safety, talk about stranger danger and take part in regular fire drills. They respect each other and play together very well taking care when very young children are playing on the floor and when carrying scissors. The childminder helps children understand, respect and accept other children's differences and abilities in a proactive way. All children have equal access to the equipment and each child is given time and support to learn new skills and take on new challenges. The childminder ensures that children of all ages and abilities have their needs met and gain the most from the time they spend with her. Children's health is protected and promoted through the childminder's good hygiene procedures, good record keeping and by encouraging all the children to have a healthy diet. Children understand about their own personal hygiene and there are good systems in place to prevent cross-infection.

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?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 that required the provider or Ofsted to take any action.

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.