

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY265197    |
| <b>Inspection date</b>         | 18/11/2011  |
| <b>Inspector</b>               | Jane Tagg   |
| <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 has been registered since 2003. She lives with her husband and two sons in King's Lynn, Norfolk. The whole of the premises is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under the age of eight years, no more than three of whom can be in the early years age group. The childminder is currently caring for three children under eight, one of whom is in the early age group. All children attend on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The family have three cats as pets. The childminder takes children to the beach, the aquarium centre and the park. She is accredited to take funded children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care because she forms good relationships with them and their parents. Overall, the childminder plans appropriate activities so that children make good progress towards the early learning goals, and keeps detailed record of progress in the learning journeys. She keeps parents well informed about what their children are doing and obtains useful information about their preferences, starting points and routines. This ensures that children's individual needs are being met. The childminder evaluates her practice to identify her strengths and weaknesses. This gives her good capacity to maintain continuous improvement to benefit all the children in her care.

## **What steps need to be taken to improve provision further?**

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

- extend further children's opportunities to explore colour, texture and space by providing a wide range of materials, resources and sensory experiences.

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

Children are safeguarded well in the setting because the childminder has good knowledge of local safeguarding policies and procedures. She has completed training and has appropriate contact numbers available should she have a concern about a child. Children are kept safe whilst in the childminder's care because she supervises them well and is vigilant when out and about. The childminder completes written risk assessments to ensure children's safety around the setting and on all outings. She keeps appropriate attendance, medication and accident

records and parental approval for outings. These contribute to keeping children safe and secure.

The childminder has good knowledge about the Early Years Foundation Stage and uses this to support children in their learning. The environment is organised to enable children to select their own activities from a selection available in the lounge and garden. This means children become independent learners. There is a good range of quality resources for children to choose from including construction toys, shape sorters, puzzles and books. This enables children to make good progress in their development overall.

The childminder self-evaluates her service and is aware of her strengths and weaknesses as she looks for ways to improve the quality of provision. For example, she has identified that she would like to plan more activities to give all the children opportunities to experience more sensory experiences which would enhance their creative development. She is interested in taking further training on this subject to assist this process. Recommendations from the last inspection have been addressed. The childminder continually looks for ways to improve her practice and involves parents in this by asking them what they would like.

The childminder forms good relationships with parents and carers. She obtains information about each child, such as children's preferences and interests. This means that individual children's needs are met effectively. Parents are well informed about their children's progress through development records and daily diaries. The childminder has good partnerships with others, such as, the local school and children's centre staff to support her practice.

The childminder supports young children to understand their own and others cultures and beliefs, for example, by celebrating some festivals and children's birthdays. A range of multicultural resources such as books, puzzles and play food are available for children to learn about differences and diversity. The childminder adapts activities to enable all children to participate and to ensure they feel fully included in the setting. Children show care and kindness to each other.

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

Children enjoy their time at this setting as good relationships with a caring and responsive childminder have been built. The childminder is committed to meeting the individual needs of the children and provides purposeful activities and outings. Children are able to move around the setting freely as they are confident and know where they can go. They choose for themselves from the good quality resources and wide range of toys available. This encourages children to become independent learners and feel secure. The childminder ensures children's safety when on outings by carrying out risk assessments for each outing, holding children's hands and teaching them about road safety.

Children's good health is promoted by the childminder. Children are able to play

outside daily in the garden and they go on many visits in the local area. They are given opportunities to exercise through visiting the soft play area to develop their physical skills. The childminder encourages them to participate. This means they increase in confidence and feel the effects of exercise on their bodies. Children are learning about healthy food choices as they are offered vegetables, fruit and yoghurt at lunch time. The childminder supports children to keep healthy by teaching them effective care routines, such as hand washing before and after lunch and after using the toilet.

Children are generally making good progress towards the early learning goals because the childminder plans activities around their interests and needs. She observes children's play and uses the information to identify learning priorities for all children recorded in their development records. This means that children make good progress in their learning as activities planned are generally effective to meet their needs. Children are developing good language skills, as the childminder engages them in conversations all the time and asks them questions. Children are able to quack like a duck and find the appropriate animal toy in the box when shown a picture to increase their understanding. Children learn good skills for the future as they begin to be aware of volume and number through everyday activities like sorting conkers and leaves found in the park, weighing ingredients for cooking and playing numbers hopscotch. Children play with pop up toys, to learn about cause and effect. They fit together construction and play with the horn on the steering wheel. Children learn about the wider world through the childminder's enthusiasm to take them on outings in the community. Under her watchful eye they are able to experience nature at the seaworld centre, the beach and the park. Children are beginning to make their own drawings with crayons although the childminder would like to provide more varied opportunities for creativity.

Children behave well in the setting as the childminder has clear and consistent boundaries to which the children readily respond. This ensures children feel settled and confident to explore the setting. Children are developing a respect for themselves and others as the childminder shows them how to carefully treat her pet cats. They are praised for their achievements which gives them pride in their efforts and a sense of belonging.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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                                                                    | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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