

Inspection report for early years provision

Unique reference number	EY311990
Inspection date	12/02/2009
Inspector	Melanie Calway
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 2005. She lives with her husband and four children, aged 17, 14, 13 and six in a village near to King's Lynn in Norfolk. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The childminder collects children from school and walks to a local park and to the woods. The family has a pet dog.

The childminder is registered to care for a maximum of five 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 years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's individual needs are very well met because the childminder plans a good range of purposeful and stimulating activities. She makes detailed observations of children's play and learning and uses this information to identify the next steps to help them to progress. Attractive developmental records are shared with parents and a good two-way exchange of information ensures that children's needs are fully met. A very welcoming and inclusive service is provided, where children's diverse backgrounds are valued and where children are encouraged to develop respect for each other. The childminder reflects on her practice and identifies areas for development so that she is constantly improving her service.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- encourage parents to contribute to their children's learning records and share their knowledge of children's starting points so that they are active partners in their children's learning and fully involved in the assessment process.

The leadership and management of the early years provision

Children's welfare, care and safety are promoted extremely well. The childminder has completed a thorough self-evaluation and identifies areas for development. She uses training opportunities and conducts her own research to find information and resources to enhance her knowledge and skills. She actively seeks the views of parents and children to ensure that she offers a service which fully meets their

needs. Comprehensive policies and procedures cover all aspects of the service and parents receive these in a parent pack when they start. Parents receive excellent information about the service including information about the Early Years Foundation Stage so they are aware of what children are working towards. Newsletters also keep parents informed and up to date. A detailed diary is completed every day and daily informal communication takes place. Children's learning records are available in the setting for parents to see or to take home and form an attractive and detailed record of children's learning and development. Parents discuss their children's development with the childminder but are not yet adding their own contributions to the written records and so are not fully involved in the assessment process. The childminder communicates with other providers who deliver the Early Years Foundation Stage and is looking at ways to develop partnership-working to provide continuity of care.

The childminder has a high regard for safety and conducts rigorous risk assessment on a daily and weekly basis. Effective risk assessment is carried out for each type of outing to ensure that children are kept safe when out and about. Children learn how to keep themselves safe as topics on road safety and 'stranger danger' are covered with the children to enhance their understanding. Children learn in ways that are relevant to them, playing with cars and the zebra crossing and making their own traffic lights. A fire evacuation is practised and safety posters are displayed. Children know what to do and who to contact in the event of an emergency. Children are effectively safeguarded from the risk of neglect or abuse as the childminder has recently completed safeguarding training and has all the relevant information. A clear child protection policy outlines her responsibility to refer any concerns she may have about children's welfare.

The quality and standards of the early years provision

Children make excellent progress in their learning and development. The childminder plans a wide range of interesting activities and uses topics to introduce a variety of subjects, such as health awareness or road safety. Outdoor play is available every day in the garden and with either walks to the woods or a local play park. Children are able to access a wide range of equipment and resources which are arranged at their level. The childminder plans effectively to cover all the areas of learning and uses sensitive observational assessment to be able to help children to progress. Observations are recorded in attractive record books which are always available at the setting for parents to see or to take home if they wish. She plans activities and experiences geared to their individual learning needs and ensures she spends some time on a one-to-one basis with each child so that children have the opportunity to practise skills. Children communicate confidently with the childminder who engages with them in their play asking open-ended questions to encourage their thinking. At snack time they sit down together and talk about recent experiences. She asks questions about what they have done to encourage their memory and concentration. Children enjoy stories, joining in enthusiastically with gestures. They have opportunities to recognise print as they select their names at snack time and write their names in Valentines cards. A menu for the café is displayed and lots of posters and print are displayed in the room so that children are learning that print conveys meaning. Children problem-

solve and use mathematical language as they count and use the language of size. Number rhymes help children to perform simple calculations. Children dance and sing to nursery rhymes. Children are able to initiate their own play and use their imaginations, for example, setting up a picnic with pretend food and playing in the shop. The childminder joins in to extend their concentration and learning. Children's self-esteem and confidence are fostered very well as they are given excellent opportunities to be independent, for example, as they take the play dough tools out to the kitchen. They wipe the table for snack time and then look in the fridge to choose fresh fruit for their snack. They cut up their fruit for their snack themselves and help to clear away. As a result, children are fully involved in the life of the setting.

Children's welfare, health and safety is promoted extremely well because they are provided with planned activities to develop their understanding, for example, they learn about the emergency services and what they do. This is reinforced by discussion during the daily routine. Children learn about how to live a healthy lifestyle as health awareness is covered as a topic and the childminder talks to them about keeping fit and eating healthy foods. Children colour in five-a-day charts and charts are used to encourage children to understand why they need to brush their teeth. When going out, children learn the green cross code and about 'stranger danger'. Parents provide healthy meals and the childminder will provide meals if required. Children enjoy fresh fruit for a snack and their drinks are within easy reach. Fresh drinking water is available in the kitchen at all times. Children behave well because they are motivated and well occupied and because their confidence and self-esteem are fostered. The childminder provides an inclusive service. She values children's backgrounds and encourages children to respect and value each other, for example, by displaying and learning some words from the children's home language, by celebrating a range of different festivals or by covering topics about the different kinds of homes that people live in. Respect for the environment is taught through growing vegetables and learning about recycling. Children are developing excellent skills to help them through life as they learn to respect each other and learn about how to keep themselves healthy and safe.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

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

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.