

Inspection report for early years provision

Unique reference number	EY379329
Inspection date	29/01/2009
Inspector	Sarah Williams
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 2008. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children in the town of Downham Market, Norfolk. The whole of the childminder's house is used for childminding, except for the second floor, and there is a fully enclosed garden available for outside play. The childminder may care for a maximum of two children in the early years age range. The setting also offers care to children aged up to eight years. She walks or drives to the nearby school or nursery to take and collect children. She takes children for walks to the nearby parks or on outings and visits to places of interest, such as the local library or nearby farm.

Overall effectiveness of the early years provision

Children benefit from an excellent care and learning provision with all their needs exceptionally well met. They enjoy high-quality care due to the childminder's exceptionally well-organised and fully professional approach, ensuring their safety and welfare. All children receive thoughtful, individual care and are made to feel very welcome and at home: they make extremely good progress in their learning and development and their care is enhanced by the highly-effective partnerships with parents that the childminder has very clearly established.

Attention to detail and critical self-evaluation means that the childminder is constantly reviewing her practice to make improvements for the children. A full set of carefully devised policies and procedures underpin the day-to-day provision and serve to reassure parents that children are in safe and capable hands. Very positive feedback from parents demonstrates their satisfaction with the high quality service provided.

What steps need to be taken to improve provision further?

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

- take steps to minimise identified risks (this refers to the low level glass in the TV cabinet)

The leadership and management of the early years provision

Children benefit from the childminder's commitment to staying abreast of all trends and developments in the childcare field. The childminder has exceptionally- high aspirations for quality and delivery of care and education. She is unfailingly enthusiastic and attends training courses whenever possible as well as reading very widely to broaden her knowledge. This has enabled her to develop an exceptional set of policies and procedures in the form of a parents' welcome pack

which offers a clear picture of the range of services provided and the quality of care being offered. All records are kept up to date and stored confidentially, to be shared only by the parents and children they relate to. Parents appreciate the flexibility and approachability of the childminder, who makes great efforts to ensure each child is welcomed and feels happy and contented whilst in her care.

Improvement and self-evaluation is seen as key to maintaining the high standards set by the childminder. Reflective practice means that changes and improvements, such as additional resources, finding new places to visit, safety equipment and updating documentation are ongoing and immediately effective. She is open to ideas and outward-looking, aware that children's needs change as they grow and develop.

Children are protected from potential harm or neglect as the childminder is very well informed regarding safeguarding procedures: she has attended specialist training and understands the issues regarding children at different ages. Parents are made aware of the childminder's responsibilities as information is given and a discussion takes place before children attend. All adults within the home have been vetted and children are never left alone with unvetted adults. Safety considerations are paramount and the home is adapted according to the ages of children attending to keep them safe and secure and unable to leave the premises unseen. However, the television cabinet currently has low level glazing which has not yet been made safe.

The childminder develops firm and effective links with parents from the beginning of the childminding arrangement. She is aware that parents are busy and makes time to speak to them to keep them updated about any developments involving their children, as well as informing them about activities such as outings and celebrations. Information from parents, teachers and others involved in the children's care is incorporated into plans for activities, ensuring continuity between the children's various settings.

The quality and standards of the early years provision

The provision of welfare, learning and development is exceptional. The childminder is totally dedicated to delivering an excellent quality of care and this is reflected in the progress the children make as well as parents' complete satisfaction and positive feedback. Children are offered balanced and nutritious meals and snacks, and menus are developed in accordance with children's likes and dietary needs: these are displayed for parents in advance. Children's medical needs are attended to as well as any minor first aid requirements. Clear exclusion periods are maintained, in line with local health authority guidelines, to help keep everyone in the household healthy and infection free.

Children's independence is fostered as they confidently enjoy playing and learning alongside the childminder. She is able to facilitate and encourage the children without dominating or leading the play, rather she follows the children's lead and incorporates their interests and enthusiasms. Children have use of the ground floor and, in fine weather, the garden. A selection of toys is made easily available at low

level, and these are rotated daily to ensure children are stimulated and enthused to engage and be creative. Resources are continually being added to in order to provide variety and stimulate children's sensory responses.

The childminder clearly relishes her time with the children and interacts naturally and warmly with them to build their confidence and sense of self-esteem. She talks to a baby whilst carrying out routine care, and soothes him when he wakes from his nap. Children are able to develop language and non-verbal communications skills as they share stories and play games such as 'peek-a-boo'. Creative activities are introduced as children are developmentally ready, such as mark-making, role play and simple counting through songs and rhymes. Walks and outings break up the day and provide conversation points as they look at birds, watch the local construction site vehicles and meet with other children for social exchanges.

By closely observing and noting what the children can do, and are interested in, the childminder can plan ahead to provide activities linked to the seasons and festivals from around the world. The popular theme of Chinese New Year is included as it continues work done at the local pre-school attended by one child in her care. Children's home background and heritage is celebrated and they learn to appreciate the differences and similarities between their own and others' lives.

Children respond positively to the clear and consistent boundaries regarding behaviour. The childminder has realistic expectations and shares her approach with parents. The result is a harmonious household where all children have their needs met and get along very well with one another, as they feel valued and loved.

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?	2
How well does the setting work in partnership with parents and others?	1
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?	2
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
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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 registration.

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.