

Inspection report for early years provision

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Inspection date	16/02/2010
Inspector	Glenda Kathleen Field
Type of setting	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 lives with her husband and two children, aged 13 and 11 years, in a house in Hopton-on-Sea, Norfolk. The whole of the ground floor of the premises is used for childminding. The family have one cat and one dog as household pets.

The childminder is registered to care for a maximum of six children at any one time. There are currently two children on roll, of whom one is within the early years age group. She is registered on the Early Years Register and the compulsory part of the Childcare Register. Children are taken for walks to the local parks and visits are made to children's groups and the library. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle with ease in the welcoming and inclusive environment of the childminder's home. They benefit from having their individual needs met effectively by the childminder, who takes time to form positive relationships with the children and their families. Children make positive progress in their learning and development as they engage in a wide range of play opportunities, some of which are planned in the outdoor environment. Systems for monitoring and evaluating the provision, to identify priorities for development, are being established to continue to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- develop further a collaborative culture of reflective practice, self-evaluation and informed discussion which takes account of the views of users to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

The childminder has attended relevant training and established a clear written safeguarding policy, ensuring she fully understands how to protect children from harm and is able to follow up any concerns about children's welfare. Through the completion of all necessary checks, the childminder has confirmed her own suitability and that of other household members. Effective policies and procedures, including daily risk assessments of the premises and outings, are implemented well in practice, to ensure the daily routine runs safely and smoothly. The childminder provides a warm and homely environment, with ample space for children to rest comfortably and to spread out as they play. Children are able to easily access a

good range of resources, both indoors and outdoors, allowing them to choose what they would like to do.

The childminder has attended a good range of introductory training, including an appropriate first aid course, and has gathered further good practice ideas from her previous employment at a nursery school. The childminder is keen to make ongoing improvements to the provision for children. For example, she has established targets to improve children's imaginative play opportunities by providing dressing-up clothes, and outdoor experiences to include children planting flowers in pots for the decking area. The childminder promotes equality of opportunity to ensure all children are supported to participate in all aspects of the provision, and supports parents to understand her commitment to tackling and challenging issues with prejudice and discrimination.

The childminder strives to be welcoming and friendly in her approach, ensuring that parents and carers feel comfortable when sharing information about their children. Each child's starting points are discussed with parents and used as a basis for planning routines that meet children's individual needs. For example, parents are encouraged to share information about their children's individual dietary needs to enable the childminder to plan appropriate snack menus. Daily discussions are also used to aid communication with parents, ensuring details of children's changing daily routines and developmental achievements continue to be exchanged. Children are safely escorted to and from the local school, where the childminder has established a system of communication with the staff who support the children. This promotes further continuity in the care that children experience.

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

Children are making effective progress towards the early learning goals. They are confident in expressing their wishes, knowing that the childminder will listen and value what they say and do. For example, she gladly assists when a young child shows an interest in playing peek-a-boo, by making a covered den in the lounge for the child to hide in. At the inspection the child had only been present for a very short time before she entered the den with the childminder and played peek-a-boo with the inspector who was seated outside. Children's imaginative play is good, through the resources provided. For example, children help themselves to the train and track, other small world resources, construction toys and play dough.

The childminder is continuing to formalise her planning systems and is using observation and assessments effectively to promote children's progress. The childminder tends to provide each child with an individual approach, by adapting and extending activities in her daily interactions with them. For example, she extends children's learning as they build towers with the building bricks, encouraging them to count the bricks and identify their colours. The childminder keeps notes of her observations of children's development and makes the most of other meaningful information, such as photographs, comments from parents or examples of things the children have made or drawn. This information is then used effectively to identify children's next steps in learning towards the early learning

goals.

Children are beginning to develop an awareness of people's similarities and differences through spontaneous discussions, often inspired by books and small world characters, that reflect a diverse range of cultures and disabilities. The childminder has a calm and positive approach with the children, ensuring they are relaxed and encouraged to behave well. They actively learn how to keep themselves safe, as the childminder reminds them to tidy away resources to avoid the risk of tripping over or young children having access to very small play resources. She promotes their awareness of the traffic and road safety rules when they are out and about in the local area. Meal times are social occasions, when children sit comfortably at the table together. The childminder provides healthy meals and snacks, which are prepared safely and hygienically. The childminder is particularly mindful of children's need to be physically active and ensures outdoor activities are offered on a daily basis. For example, children benefit from the fresh air during walks in the local area, for example, to the library. They extend their balancing and climbing skills on larger equipment during outings to the local park and Children's Centres.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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

Met