

Inspection report for early years provision

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Inspection date	01/12/2010
Inspector	Lindsey Cullum
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 partner and eight year old son in the coastal town of Cromer, in Norfolk. All areas of the ground floor of the property, plus the bathroom and one bedroom on the first floor, are registered for use by minded children. The second floor is not registered for use by minded children. Access to the premises is via a step. There is an enclosed garden for outdoor play. Local amenities are within walking distance of the home. The family keep a dog, two cats, guinea pigs and a rabbit. The childminder is registered to care for a maximum of six children at any one time, of these three may be in the early years age range. She is currently caring for three children within this age group, all of whom attend on a part-time basis. The childminder also offers care for three children over five years. Overnight care is not provided. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for in the Early Years Foundation Stage and are making good progress in their learning and development, whilst in the care of the childminder. Their individuality is recognised and nurtured by the childminder who has a good knowledge of their interests, capabilities and family circumstances. Effective policies and procedures are followed, which ensure the children's safety and well-being at all times. The childminder works in close partnership with parents and is establishing links with other childcare professionals to ensure children's individual needs are effectively met. Systems for monitoring and evaluating the provision, to identify priorities for development, are being established in order 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 self-evaluation and the use of reflective practice to clearly identify specific areas for development in the future to improve the quality of the provision for children
- extend opportunities for parents and others across different settings to share what they know about a child and become involved in identifying the next steps in children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of her role in safeguarding children. She is clear about procedures in order to protect children from abuse and has a clear, written policy which she provides for parents, to ensure that children's

welfare is fully supported. The childminder ensures that all adults who live within her home have undergone the vetting process and that children are not left with any other person. Children are able to play in safety because the childminder has completed a risk assessment of her home and garden. A visual check of all areas is carried out before children arrive each day, ensuring hazards are identified and the risks to children are minimised. Furthermore, the childminder carries out a risk assessment prior to any outings, maintaining children's safety. Children are appropriately supervised at all times. The childminder monitors the cleanliness and safety of the resources and equipment provided, protecting children from harm.

The childminder provides a service which is inclusive for the children that attend, to ensure they get the support they need to make good progress. She gathers valuable information from parents about each child prior to the commencement of care in order to plan sensitively for their arrival. Parents are provided with clearly written childcare policies and information on the observation and assessment process, which support the childminder's practice. Children's ongoing progress is shared informally at the beginning and end of each day and a daily diary for younger children is used to ensure good communication between the parents and childminder. Written records are accessible to parents at any time. Parents are very complimentary of the care provided and the progress their children are making. The childminder is in the process of establishing more formal arrangements with other provisions the children attend, in order to share children's records of progress that will contribute to continuity of learning and development.

The childminder demonstrates a professional and dedicated approach to childcare. She has completed the required training and meets regularly with other childminders to share practice in order to strengthen the service she provides for children and their parents. All the required documentation is in place and stored confidentially. The childminder is beginning to evaluate her practice and identify her strengths and areas for development. However is not targeting these aspects fully in order to bring about further improvement.

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

Children are happy and well-settled in the childminder's welcoming home, where they move around confidently in freedom and comfort, exploring their own ideas and following their interests. The childminder knows the children well and this enables her to provide a good range of age-appropriate and stimulating activities. A thoughtfully set out playroom enables children, from an early age, to access resources independently and they readily engage in play of their own choosing.

The childminder recognises children's achievements and proudly displays their artwork around the home. This contributes to children feeling secure and experiencing a sense of belonging. The childminder frequently assesses children's progress during activities. She uses her knowledge of their abilities and interests well to plan experiences that meet children's individual needs and consistently promote their learning and development. Children are regularly involved in planning forthcoming activities and the childminder provides a balanced range of

adult-led and child-initiated activities which cover all areas of children's learning.

Children's developing independence is very well supported. They select toys they would like to play with, make decisions and take responsibility for their personal care from an early age. Children emerging language skills are fostered as they talk with the childminder during activities or listen intently to stories. They join in familiar number rhymes and are beginning to understand numbers as they count 'how many' animals they have before confidently matching and sorting these. Children concentrate well as they develop new skills. They learn how to make paper-chains, using touch to identify which end of the paper strip is sticky. They watch closely, following the childminder's example, to complete the chain and proudly show their achievements. Children relish opportunities to be creative and the childminder introduces many imaginative ideas. They make wands from straws and paper, which they decorate using their own designs. Children's imagination is stimulated through the range of accessible role play materials, such as dressing up clothes, dolls and small world resources. Younger children eagerly explore and have space to develop their physical skills, as they pull themselves to standing using the furniture or crawl confidently around the play areas.

Children learn about their personal safety. When out, the childminder talks to children from an early age about the dangers of traffic and introduces safe practices for crossing the road or walking where there are no paths. Furthermore, children regularly practise emergency evacuation procedures which help them learn what to do in the event of a fire. Children benefit from regular fresh air and exercise as they frequently play in the garden or visit the park. Outings to the beach or local woods are organised during school holidays and are used as additional learning opportunities. Meals are provided which are balanced and nutritious and promote children's understanding of healthy eating principles. Their dietary needs and preferences are well known by the childminder who ensures these are catered for. Children are encouraged to take an active part in meal preparation with older children helping to peel potatoes for the mash or assisting the childminder when making the meatloaf for tea. Drinking water is accessible to children at all times and they readily help themselves from the dispenser. Children develop a clear understanding of the importance of following good personal hygiene routines. A sensor operated soap dispenser is provided in the toilet which makes hand-washing fun whilst minimising the risk of cross-infection.

Children's understanding of the society in which they live is developed through outings and play resources, increasing their awareness of culture, gender and ability. This helps children to recognise, value and respect similarities and differences between themselves and others. The childminder is a good role model and provides high levels of support and guidance. She helps children to manage their own behaviour and she offers them lots of praise and encouragement. As a result, children feel valued and develop positive skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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