

Inspection report for early years provision

Unique reference number	EY425277
Inspection date	26/10/2011
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged eight and two years in a village close to Downham Market in Norfolk. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a hamster.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory 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. They relish their time at the childminder's house and parents are extremely satisfied with the standards of care and learning. The childminder knows the children well and uses this knowledge to help them feel nurtured and highly valued. A key strength of the setting is the childminder's use of the outdoor environment to enhance children's learning. Most of the required documentation is in place and the provision is generally organised effectively to support children's welfare and learning. The childminder works in close partnership with parents and understands the benefits of working with other childcare professionals to promote consistency in care. Systems for monitoring and evaluating the provision 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 meet the specific requirements of the EYFS, the registered person must:

- update children's records and ensure these contain information about who has legal contact with a child and who has parental responsibility (Safeguarding and promoting children's welfare). 28/11/2011

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

- develop further the systems for assessment and planning to ensure that children's identified next steps are routinely incorporated in to individual plans for learning and development

- consider the presentation of the resources to provide children with greater accessibility to craft materials which actively promote their creative development
- develop further self-evaluation and the use of reflective practice to identify and target areas for development to further improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children and is confident to put procedures into practice where necessary to protect children. A clearly written policy and relevant information are available to ensure that children's welfare is actively supported. The childminder ensures that all adults living in her home have undergone the vetting process and that children are well supervised. Children are able to play safely because the childminder has completed a detailed 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 risks to children are minimised. Furthermore, the childminder carries out a risk assessment prior to any outings, maintaining children's safety. Children play with a good range of high quality, age-appropriate resources which are regularly checked so that children are protected from harm. Considerable care has been taken within the setting to accommodate children's play. Attractive posters showing numbers, colours or flags from different countries, plus an activity table the children have helped to create, contribute to the child-friendly, stimulating environment within the setting. All necessary policies and procedures are in place to ensure the efficient and effective management of the setting and these are routinely shared with parents to help them make informed decisions about their children's care. However, children's written records do not contain all the required information. This is a minor breach of legal requirements which has limited impact on children's day-to-day safety.

The childminder is committed to improvement and her own professional development. She has attended the required training and is currently furthering her knowledge by completing a relevant childcare qualification. The childminder has a secure understanding of the Early Years Foundation Stage, is successful in supporting each child's development and gives priority to meeting each child's needs. Although the childminder has only been in her role for a relatively short period, she has begun to reflect on her practice to identify her strengths and recognises the scope for further development to improve the outcomes for children. She acknowledges that children's learning would be further enhanced through the provision of a wider range of accessible resources which focus on children's creative development.

The childminder provides a welcoming and inclusive environment for all children. She values children's individuality and is able to adapt activities effectively to ensure that all children receive the support they need to make progress. The childminder works closely with parents and there is a regular flow of communication between parents and the childminder, ensuring routines are

followed and parents' wishes for the care of their children are respected. Parents are kept well informed on a daily basis through discussion as children arrive or are collected and through communication technology. They regularly access their children's developmental records and are encouraged to contribute to these so that children's learning is a shared process. Parents who use the provision are delighted with the service and their children's progress. The childminder is aware of the importance of building partnerships with other settings the children may attend in the future to promote consistency in care and learning.

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

Children are happy and confident and there is a warm relationship between the childminder and each child. The childminder has a thorough knowledge of each child's needs, interests and abilities and she uses this to successfully support individual children. From an early age, children access a range of age-appropriate and stimulating resources which the childminder sets out daily before they arrive. Resources cover all areas of children's development; however, the childminder acknowledges that children have a slightly limited access to craft resources, although she regularly plans activities which promote children's creative development. The childminder is skilled in following children's lead, listening to their ideas and developing spontaneous opportunities for learning. For example, finding bugs in the leaves they have collected promotes discussion about what these eat and where they live. The childminder has compiled special books for each child containing written observations and photographs relating to their achievements. She links her observations successfully to different aspects of the Early Years Foundation Stage and is beginning to identify some next steps for their future learning. However, plans do not consistently reflect the next steps for individual children's development highlighted within their developmental records in order to fully track children's progress.

Children develop good social skills which equip them well for the future. They communicate confidently with the childminder and demonstrate an increasing vocabulary. The childminder asks simple questions which encourage older children to think and voice their opinions. Children have formed strong friendships and enjoy playing together. They chat during their play, sharing ideas and freely joining in conversations. Children's enjoyment of books is actively encouraged as the childminder has enrolled each child in the local library so they can choose books themselves. They write or draw on small boards or select pens, pencils and paper from accessible storage. Numbers are displayed throughout the provision and children have many opportunities to count during everyday activities. They enthusiastically join in songs and number or action rhymes. Children look at shapes and are beginning to learn simple mathematical concepts. Resources which stimulate children's imagination are provided, both inside and outdoors. They choose to role play in the small playhouse, enjoy dressing up or playing imaginary games with the dolls, dinosaurs or small figures. Young children are inquisitive and confidently explore. The childminder is attentive and provides individual time and attention, with a focus on developing children's emerging skills. Children are developing a good understanding of modern day technology. Younger children

explore electronic games, developing their hand and eye coordination as they press buttons to play matching games or listen to sounds made by pressing letters on the key pad. Older children use the computer to research information on the current topic or to seek answers to their questions.

A particular strength of the provision is the childminder's commitment to using the outdoor environment for exploration and learning. The childminder has purchased a greenhouse to grow seedlings to plant out in her garden. Children are actively involved in growing a range of vegetables in the garden, help to water and tend the plants so they can harvest these and eat as part of their meals. They grow sunflowers in the childminder's front garden and are very proud when local people stop to admire these as they go past. Children explore the soil as they dig, watch as the water is absorbed and delight in finding insects. The childminder is led by children's interests. For example, children are currently engaged in a project about autumn developed from children's interest in collecting leaves. They enthusiastically walk to the local woods to collect a variety of leaves, seeds and twigs and create their own display area with the items collected. Craft activities lead on from this as children eagerly create their own tree by sticking twigs and leaves on to a large sheet of paper. The childminder encourages children to develop their own ideas and think about how best to stick items to the paper, developing their critical thinking skills. Their understanding of the natural world is developed as they talk about insects and animals, the changing seasons and the effect this has on plants. Once completed, the picture is proudly displayed, recognising all children achievements. Children help to clear away materials and the childminder talks to them about recycling so they are beginning to learn about protecting their environment.

Children thrive as they have a good introduction to a healthy lifestyle. They have regular access to fresh air as they play in the garden, visit the park or walk around the local area. Meals are provided in accordance with parents' wishes, and any allergies are duly noted. The childminder provides nutritious, healthy, freshly prepared meals which include fresh vegetables and fruit. Drinking water is accessible at all times or children drink small cartons of milk. Children develop a clear understanding of the importance of following good personal hygiene routines. They are reminded to wash their hands at appropriate times and posters in the toilet area reinforce good practices. Children gain a valuable awareness of how to stay safe as the childminder provides them with gentle reminders and clear explanations. Children are very involved in local community activities, raising their awareness of their own community. The childminder actively promotes equality and diversity and ensures all children are involved, given their abilities, and learn to respect and value one another's differences. She uses consistent strategies to promote children's understanding of good behaviour so that they understand what is expected of them. Children thrive on the praise and encouragement, promoting their confidence and self-esteem. 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	3
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	3
The effectiveness of partnerships	3
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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