

Inspection report for early years provision

Unique reference number	256384
Inspection date	10/11/2008
Inspector	Lindsey Ann Cullum
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 has been registered since 1991. She lives with her husband, adult son and daughter in Sprowston, Norwich. Children have access to all parts of the childminder's house, with the exception of the kitchen where they are fully supervised. There is an enclosed garden for outdoor play. Local amenities are within walking distance of the home. The family have a dog.

The childminder is registered to care for a maximum of six children at any one time. Overnight care is not provided. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for four children within the Early Years Foundation Stage on a part-time basis. She also cares for older children before and after school and occasionally during school holidays.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides effectively for children within the Early Years Foundation Stage. Children benefit from a caring and safe environment where their confidence flourishes as they are provided with interesting learning opportunities which meet their individual needs. Children are very well supported and receive individual time and attention enabling them to make good progress. The childminder builds strong relationships with parents to ensure that each child is respected and valued. She is taking action to improve her provision by adopting some new systems and attending training to effectively support the children's learning and development.

What steps need to be taken to improve provision further?

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

- extend observation and assessment practices to plan for individual future needs and ensure children receive tailored experiences which cater for their interests.

The leadership and management of the early years provision

Children's welfare, care and safety are effectively promoted. The childminder keeps accurate and detailed records and has clear policies in place to support the care she provides for children. Children benefit, as the childminder makes good use of her time, providing high levels of individual attention to stimulate children's learning. She organises the play environment to be accessible to all children, with a varied range of quality toys which stimulate children's interest. Children are effectively safeguarded because the childminder has a good understanding of relevant issues and procedures. She is an experienced childminder who is

committed to promoting children's welfare and learning. Adults in the household are appropriately vetted and are therefore suitable to have regular contact with children. Risk assessment ensures the indoor and outdoor spaces, furniture, play equipment and any outings are safe and suitable. Furthermore, the childminder's constant supervision and awareness of children's ongoing independence protects children from harm.

The childminder provides a warm and friendly environment where children and their parents feel welcome. She works closely with parents and seeks relevant information to ensure she is able to meet children's needs effectively. Parents receive good quality information about the childminding service and are able to share their views. The childminder makes time to talk with parents on a daily basis ensuring children's ongoing care needs are met. The childminder has recently attended training in self-evaluation and is able to identify the key strengths and areas for future development. She has implemented new policies, taken prompt action to address the issues raised during the last inspection and completed further training in order to improve her provision for children.

The quality and standards of the early years provision

Children make good progress in the childminder's care because their individual needs are met. They are happy and confident in the caring and supportive environment created by the childminder. Children are becoming increasingly independent and enjoy selecting resources they wish to play with. They eagerly explore resources, pressing buttons, listening to different sounds and observing moving parts. Children are becoming active learners and readily engage in activities. The childminder uses her growing knowledge of the Early Years Foundation Stage to constantly interact with children, asking them appropriate questions which encourage them to think and communicate. She develops their play by seeking additional resources, for example, the play food, so children can create their own 'teddy bears picnic'. Children's emerging language skills are encouraged as the childminder listens carefully and repeats key words. Children's learning is enhanced as the childminder introduces new words, colour recognition or concepts of size and shape into their play. From an early age, children become aware of routines and go out together most days, for example, to visit friends, play on the park or go shopping for items used during snack or meal-times. They enjoy time spent in the garden and use resources which develop their co-ordination skills such as balancing on small stilts, riding tricycles or playing with balls. Children observe the weather and delight in watching the birds feeding in the childminder's garden. They sometimes paint, play with dough, cook or create their own pictures using glue and a variety of different textured materials. The childminder has begun to use observation to be aware of learning opportunities to meet individual children's learning requirements and interests. However, she is not fully using her observations to plan for the next steps in children's learning.

Children's welfare is effectively promoted and they are learning to keep themselves healthy. Children have constant access to healthy drinks so they do not become dehydrated. Regular meals and snacks provide energy for their play and aspects of healthy eating are incorporated into their play, for example, they talk about how

tomatoes help them grow strong whilst playing with the play food. The childminder provides nutritious foods for breakfast and lunch, taking into account children's dietary needs, likes and dislikes. Children are learning to behave in ways that are safe for themselves and others. The childminder offers simple explanations, such as why they must not throw toys. Children are supported in learning how to keep themselves safe, for example, by following instructions on how to cross roads safely and involving children in practising the childminder's emergency escape plan. The childminder works with parents to encourage positive behaviour and children know what is expected of them. All children have equal access to activities and equipment and they are learning to respect and value each other. Children have opportunities to socialise whilst on outings, frequently meeting with another childminder and her children. They thrive on the praise and encouragement they receive from the childminder and, as a consequence, are making good progress in their learning and development.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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.