

Inspection report for early years provision

Unique reference number	256589
Inspection date	01/10/2008
Inspector	Georgina Emily Hobson Matthews
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 1997. She lives with her partner and two teenage children in a house in a village, on the outskirts of Norwich, in Norfolk. Local amenities are within walking distance of their home. Children have access to the ground floor of the childminder's home and the family bathroom and a room for undisturbed rest on the first floor. An enclosed garden is available for outdoor play although children are always supervised as this includes a public access path. The family has four cats.

The childminder is registered to care for six children at any one time. She is currently caring for three children within the Early Years Foundation Stage (EYFS). In addition, the childminder is registered on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage. She creates a welcoming and caring environment in which children's welfare is promoted well. The childminder has a secure understanding of each child's individual needs and builds strong partnerships with parents. This enables her to provide children with an appropriate range of resources and activities and as a result, children make good progress. The childminder demonstrates a commitment towards improvement. Most documentation is in place and she has accessed training in order to gain a clear understanding of the EYFS. She has made a start in identifying the key strengths and areas for further development within her provision in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in each child's developmental progress.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission to seek any necessary emergency medical advice or treatment.

14/11/2008

The leadership and management of the early years provision

Children's welfare, care and safety are supported well as the childminder has minimised potential hazards within her home and carries out a risk assessment of

all outings. The childminder has addressed the issue raised at the last inspection. Good health and well-being of the children is promoted as the childminder has systems in place to prevent the spread of infection. The childminder has developed a range of policies and procedures to ensure that the needs of all children are met. These are shared with parents. Most required records for the safe and efficient management of her provision are in place. However there is no system to obtain written permission from parents to seek medical treatment in the event of an emergency. The childminder holds a current paediatric first aid qualification. She is committed to continuous improvement and attends childcare workshops to update her knowledge and to improve her practice. The childminder has recently accessed training in self-evaluation.

The childminder is aware of each child's individual needs and adapts activities to involve each child. She has experience of caring for children with additional needs and has accessed recent training in this area. Children have equal access to toys and planning is flexible to meet their daily needs. An effective vetting system is in place to ensure that all adults having unsupervised access to children are suitable. The childminder is able to protect children from harm or neglect as she has updated her child protection training. As a result, she has a secure understanding of the Local Safeguarding Children Board procedures and the signs and symptoms of child abuse. Children are helped to stay safe as the childminder supervises them carefully. She secures her home effectively and has fitted suitable safety equipment within it.

The childminder works closely with parents and gathers details of children's individual needs. She shares her policies, procedures and information about the EYFS with them at an initial visit. Children's ongoing progress is discussed each day and the childminder values parents' input. She has recently introduced individual books for each child in which she records observations and photographs of their progress. Parents are invited to contribute to these records in order to provide a clear picture of each child's development. The childminder is aware of the need to exchange information with other providers delivering the EYFS for a child in order to provide children with a balanced range of activities.

The quality and standards of the early years provision

The childminder promotes children's welfare, learning and development effectively. Children learn to stay safe when crossing roads and as they practise fire evacuation. The childminder reminds children not to run indoors, to swing or throw toys or to stand on furniture. Children help to clear resources in order to provide clear floor spaces. The childminder encourages children to think about how to stay safe during their play. For example, a child decides that people waiting for a train in the station will be safe if he builds a barrier. Children develop good hygiene procedures. They learn to wash their hands after toileting and before eating. The childminder prevents cross-contamination by providing individual flannels. She has a good understanding of nutrition and provides children with healthy snacks. Although parents provide meals for the children, any concerns would be discussed in order to ensure that children receive a healthy diet at the provision. Children learn to have regular drinks as fresh drinking water is accessible to them throughout the day. The childminder

encourages a healthy lifestyle as children have outdoor play opportunities each day. Children develop their large physical skills and learn to throw and catch balls. They show an awareness of space and move with confidence as they manoeuvre small cars, tricycles and dolls' pushchairs around. They learn to travel around, over, through and to balance and to climb on large pieces of equipment on the common. Children learn to manipulate small tools during sand and water play, as they manipulate dough, thread and use scissors.

The childminder organises her home effectively to facilitate children's play. Main play takes place in the sitting and dining rooms and undisturbed sleep is accommodated in a study on the first floor. Children have access to the childminder's pleasant garden each day. A number of open and covered areas are set up here with a range of stimulating activities and comfortable seating. The childminder plans activities to cover all areas of learning and provides interesting resources for the children. She has a good understanding of the EYFS and has made a good start in making regular observations of children's development. However, she does not use these observations to assess and plan for the next steps in each child's development although she recognises this as an area for development.

The childminder provides a good balance of learning experiences for children. They are very happy and settled within her care. The childminder is caring and affectionate and shows a genuine interest in their feelings and ideas. She interacts well with them and involves herself in their activities in order to support their play. Children behave very well as the childminder acts as a good role model and uses positive behaviour management strategies if their behaviour is inappropriate. She raises their self-esteem with lots of praise and encouragement and as a result children feel valued. For example, a young child beams with delight as the childminder and the other children praise her as she claps her hands. Children are encouraged to develop independence as they dress themselves in outdoor jackets and shoes. They learn to work alongside others as they carry a selection of books into the dining room after lunch. Children show respect and consideration as they thank each other and offer resources to younger children. They enjoy responsibilities such as collecting mail. Children's language skills develop as the childminder responds to children's sounds. She uses facial expressions, hand gestures and repetition of words. She engages older children in conversation, asks lots of open questions and listens carefully to their responses. Children learn to count as they collect the mail and they recognise shapes during their play. Concentration is displayed as children sort horses, tractors and miniature people and set them up in different scenarios. They are able to talk about which ones are bigger or smaller and to think about simple problems such as how to make the train go around a building. Children learn about the local area on walks and trips to the common and to parks in Norwich. They develop an understanding of how things grow as they plant tomatoes, courgettes, daffodils and hyacinths. Children observe insects in the garden and compare these to insects in books from the library. They have lots of opportunities to explore different materials such as paint, dough, chalk, sand and water. Children dance to music, sing and involve themselves in imaginary play with small world resources, in home corners and as they dress up.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

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

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

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

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.