

Inspection report for early years provision

Unique reference number	EY218208
Inspection date	01/12/2008
Inspector	Tessa Margaret Betts
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 registered in 2002. She lives with her husband and three children aged ten years, eight years and five years in a three bedroomed house on the outskirts of Norwich. There is an enclosed back garden suitable for outdoor play. All facilities for children are on the ground floor with one bedroom upstairs available for children resting. The childminder is registered to care for a maximum of five children under eight years at any one time. She currently has six children on roll of whom five are in the early years age group and cared for on a part-time basis. The childminder is registered on both the Early Years Register and the Childcare Register. She is a member of the National Childminding Association and the family have one cat.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage. The uniqueness of each child is recognised and their care, learning and development needs are well met in a warm and supportive homely environment. Children are provided with an excellent range of stimulating activities to support their learning. Systems are developing to monitor children's progress in a range of settings they attend, so that partnerships in the wider context are fully effective in promoting good quality care and education.

What steps need to be taken to improve provision further?

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

- further develop the observation and assessment arrangements to help plan the next steps in children's learning and use this to inform future planning
- consider how you can liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of children's learning and care.

The leadership and management of the early years provision

Children's welfare, care and safety are promoted very well because the childminder continues to update her professional skills through attending relevant training. In addition to many short courses she has recently started working towards a National Vocational Qualification Level 3 in Care, Learning and Development to further enhance her knowledge and improve her practice. Records, policies and procedures that support the childminder to promote positive outcomes for children are very well maintained, regularly updated and reviewed. Useful information is gathered from parents at the start of all childminding arrangements and is used by the childminder to plan and provide care and learning that meets children's individual needs. The childminder is currently trying different methods of using observations and assessment to show children's progress towards the early

learning goals. Whilst these are attractively presented and inform parents what their children have been doing, they do not yet sufficiently identify what children need to learn next so that their progress is fully secure.

Children's welfare is promoted well within the home and on outings. The childminder is able to protect children from harm as she has a good understanding of the Local Safeguarding Children Board procedures and the signs and symptoms of child abuse. She also has an effective vetting procedure in place which provides reassurance to parents that all adults in the household are suitable. Good safety awareness shown by the childminder and the implementation of a secure and robust risk assessment contributes significantly to keeping children safe. All recommendations from the previous inspection have been addressed. She is able to monitor the effectiveness of her provision because she is aware of what she does well and what areas are identified for future improvement. She has recently attended training on the process of self evaluation and is currently developing her practice in this area. She is fully aware and committed to reflective practice which will enable her to maintain continuous improvement in the future to the benefit of the children attending. The partnership with parents is good. The service provided by the childminder is valued by the parents and shown in the many thank you cards kept within her written records. Whilst the childminder has established positive links with other providers where information regarding children's welfare is shared, this has not yet been extended to include all aspects of children's learning and development under the Early Years Foundation Stage.

The quality and standards of the early years provision

The childminder successfully promotes children's welfare, learning and development well. Children learn to keep themselves healthy because they have excellent opportunities for both physical and outdoor play activities. They recognise that being in the fresh air presents many fun activities such as pond dipping with nets, enjoying a picnic at the beach and riding large sit-on tractors at the local play barn. Through regular routines well established by the childminder children adopt good hygiene standards. Whilst children are able to play in a safe and secure environment which is regularly reviewed by the childminder, opportunities are taken to support children's understanding of how to keep themselves safe. Under her direct supervision, older children are able to enjoy holding lighted sparklers in the garden and understand why thick gloves and extra care is needed to minimise the risk of serious injury. Space and resources are well organised to enable children to participate enthusiastically in a wide range of stimulating activities. Attention to detail on the part of the childminder ensures children make full use of their play experiences. For example, dressing-up clothes which include multi-cultural resources are attractively hung individually on a rail, with hand bags, jewellery, hats and head bands to accessorise their chosen outfit.

Children are able to independently access these resources presented both in the living room and conservatory. Low level storage supports the inclusion of all children. Children are making good progress across all areas of learning. Through the positive relationships well established with the childminder, children communicate well and confidently initiate conversation about their morning at

school. When caring for children for whom English is not their first language, familiar words and gestures are gathered from parents and incorporated into ensuring all children are valued and included. Children use numbers and problem solving skills within routine activities. Older children are keen to show off their skills as they confidently count up to 20 when informing the childminder how many sweets they have drawn on their picture. Their learning is extended as they are challenged to think when some sweets are taken away. They show creative flair as they choose different colours to colour in the wrappers and show enthusiasm when the childminder suggests that they might like to make a basket to put them in. Children are encouraged to learn about their own culture and that of others. They celebrate a range of festivals to further promote their understanding of the wider world and their community. Through nature projects such as leaf printing, growing plants in the back garden, making garden feeders and celebrating National Insect Week children learn about their environment. Across all learning experiences children are offered regular praise and encouragement to develop their confidence and self-esteem. Older children understand simple house rules and this consistent approach to behaviour helps to support their understanding of right and wrong.

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.	2

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

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.