

## Inspection report for early years provision

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<b>Unique reference number</b>	256597
<b>Inspection date</b>	13/10/2008
<b>Inspector</b>	Anne Walker
<b>Type of setting</b>	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 1988. She lives with her husband and two adult children in Dereham, Norfolk. A range of local amenities are within walking distance of her home. Children have access to all ground floor areas of the childminder's house and there is a fully enclosed garden for outdoor activities.

The childminder is registered to care for a maximum of six children at any one time. Overnight care is not provided. The childminder is currently minding three children who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The provision is registered on the voluntary and compulsory parts of the Childcare Register but there are currently no children attending in that age range.

The childminder is a member of the National Childminding Association and attends the childminding support group locally.

## **Overall effectiveness of the early years provision**

The childminder provides effectively for children in the Early Years Foundation Stage. She builds strong relationships with parents to ensure that each child is respected and valued and their ongoing needs are met. Children benefit from a safe and caring environment where their confidence flourishes because their developmental needs are identified. They get on well with their peers and have opportunities to understand the lives of others in the wider world.

Children are confident learners as activities are tailored to their individual needs and interests. The regular observation and assessments generally inform the planning of future activities to identify their next steps in learning.

## **What steps need to be taken to improve provision further?**

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

- continue to develop observation and assessment, including enabling parents to contribute to the records, to more clearly assist planning for children's next developmental steps
- extend opportunities for children to learn about diversity and differences, and value and respect others.

## **The leadership and management of the early years provision**

Children's welfare, care and safety are fostered well because the childminder has been proactive in developing her skills and knowledge and has a positive approach to new challenges. She has updated her professional skills in a number of areas such as child protection and the Early Years Foundation Stage and is booked to

attend further courses which she identifies through a self-appraisal system. She meets with other childminders to share and discuss best practice.

The childminder has organised her home to provide a safe environment for children. She conducts risk assessments and reviews these through daily checks, adapting the environment to meet each child's stage of development. Good consideration is given to children's safety on their regular outings. Children are safeguarded because the childminder has a clear understanding of her child protection responsibilities. Parents are provided with the written policy so that they work cooperatively to ensure any relevant information is shared. Adults in the household are vetted and are suitable to have regular contact with children. Good supervision when out, and when visitors come to the house, ensure children's safety and welfare effectively at such times.

Records, policies and procedures are in place and regularly reviewed to ensure positive outcomes for children. Helpful information is gathered with parents at the time of placement and together they agree a plan for the child's care and development. This is updated through discussion so that they continue to be tailored to each child's needs. Children's records of achievement are regularly shared with parents who take them home to look at with other family members.

## **The quality and standards of the early years provision**

Children make good progress in the childminder's care because activities foster their confidence as learners. Listening to children and understanding what interests them is used as the stimulus for planning a broad range of outings and activities. Children respond positively and express choices. They enjoy simple board games where they learn about shape and number. They understand the relevance of their new skills, counting things independently in their everyday environment. New concepts such as 'how many left' are introduced gradually so that children happily attempt new challenges.

A balanced approach is maintained between adult led and child initiated activities. Children experiment with different ways of applying paint to paper, arising from a child's interest in painting without a brush. However, craft activities such as finger puppets are also planned that enable the childminder to teach new skills. Children are learning to problem solve through suitable questions posed by the childminder as she plays alongside them. They are encouraged to use books and the computer to seek information, as they did following an outing to a farm. Children's language is fostered as there are plentiful conversations based on things the child can share such as a birthday. Outings to the library and reading together foster an interest in all types of books.

Regular observations identify what children have learnt and how the childminder can help them move forward. Generally these are reflected in the planning, but at present there is not a fully systematic way that links the assessments to planning, so that on occasions it is not clear how the next steps recorded are carried through. Parents see their child's records regularly and information is discussed verbally but they do not contribute to the development records in order to assist future planning.

The children learn the benefits of exercise as they walk to all local amenities. They play outdoors in the garden and use the large equipment in the park to develop their large muscle skills. They begin to make the connection about what we eat and exercise because the childminder talks with them about food giving us energy as they share lunch together. Being out and about develops children's awareness of road safety from a young age. Doing things safely at home is routinely built into any activity. For example, following a baking activity, a young child understood that the childminder had to use oven gloves to put the cakes in the oven because the oven is hot.

Children are comfortable and confident in their interactions with their carer because they are treated as individuals. Feelings are talked about and children are encouraged to understand how their actions impact on others. Girls and boys are encouraged to access all the play materials and activities. Children learn about cultural differences and the wider world through satisfactory activities and play materials.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
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](http://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.

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