

Inspection report for early years provision

Unique reference number	257980
Inspection date	06/01/2009
Inspector	Lesley Gadd
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 1998. She lives with her husband, one adult son and daughter aged 10 years in Flordon, near Long Stratton, Norfolk. The downstairs areas of the accessible property are used for childminding, including a specific play room for children to use during activities and an enclosed garden for outside play. The family has two dogs. The childminder takes and collects children from local playgroups and schools. She has developed links with parents, schools and playgroups to support the care she provides for the children.

The childminder is registered to care for a maximum of five children under eight years. She is currently minding eight children aged two to 11 years on a part-time basis throughout the week. The childminder is on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder provides a good quality service for children in the Early Years Foundation Stage (EYFS). Children benefit from her experience and they are respected and valued as individuals in this caring environment. Children enjoy a good range of stimulating activities, although assessment of the children's learning and development are not yet fully secure. Children's safety and partnership with parents is given exceptional consideration and the childminder organises herself effectively to meet the children's welfare needs overall.

What steps need to be taken to improve provision further?

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

- continue with plans to develop assessment of children's skills to further support their future learning and actively recognise their progress.

The leadership and management of the early years provision

Children's welfare and learning is actively supported by the childminder who effectively utilises the EYFS to ensure she offers a good service to the children and families who attend. Regular training helps the childminder keep her skills up to date in relation to matters such as, first aid, child protection and the new EYFS. The childminder shows a strong commitment to evaluating her service through talking with children and parents and utilising questionnaires to identify where improvements can be made to the care and education on offer to the children. Recommendations from the previous inspection, regarding clearly recording strategies for managing the use of the trampoline and who can collect children in an emergency have been addressed and the childminder has identified ongoing areas for improvement. Clear written policies inform parents about all matters in relation to the childminder's service including what to do if they have a complaint

and how the childminder promotes equality. Children's welfare and protection is secure as the childminder has a robust understanding of safeguarding issues and holds current, relevant procedural information.

Children benefit from the exceptionally positive working relationships the childminder has with their parents and the links developed with local schools and playgroups to ensure continuity of care. The childminder actively seeks information from parents at the start of all childminding arrangements and this is used effectively to meet children's individual care and learning needs. Children's learning through the EYFS is well promoted with parents. The childminder issues regular newsletters about activities planned or enjoyed and utilises written journals to discuss children's individual progress with their parents.

The quality and standards of the early years provision

Children are motivated to explore and they make good progress in their learning and development from an early age. The childminder has a strong knowledge of the EYFS, which she uses to ensure children experience a meaningful range of adult-led and child-initiated activities. However, assessment of children's skills to further support their future learning and actively recognise their progress is not fully effective for all children. Younger children take an active interest in play and discovery. They are keen to explore the messy paint activities, which stimulate their senses and creativity. Children are quick to comment on the colour of the yellow paint and how it feels 'sticky' learning new vocabulary. A rich range of jigsaws competently completed by younger children helps to develop their problem solving and reasoning skills as they work out which shapes fit together to complete the picture. Younger children play imaginatively as they pretend to drive the tractor around the farm track and older children enjoy dressing up and performing their own fashion show. Children develop their understanding and knowledge about nature as they help with the care of the garden by sweeping up leaves and visit the local farm animals.

All children, and particularly younger children, are secure and confident in this homely environment. They have warm relationships with the childminder as she is attentive and offers a comforting lap for a close cuddle when needed for reassurance. Children frequently demonstrate their developing language skills as they talk about the 'orse' in the picture and their friends' 'orse' they have visited. The childminder is quick to praise and encourage the children within their play. She asks open questions to extend children's thinking when playing with a toy telephone and younger children enthusiastically call for the childminder to join them in a 'high fives clap' when they succeed in pressing the buttons to make a sound. Children's independence is fostered as they learn to manage their personal hygiene, self-select toys from accessible shelving and help with cooking and feeding themselves.

Children's health needs are well supported. The childminder has updated her first aid training and has a first aid box readily to hand to respond appropriately to any accidents that occur inside or on outings. Fresh fruit for healthy snacks and a good variety of home made main meals encourages children to develop healthy eating

habits. Children enjoy regular exercise to promote a healthy lifestyle and develop their physical skills. They walk to school and stretch and extend their muscles when playing on equipment at the park and in the childminder's garden. Children have good space to play in the house and garden, soft furnishings to recuperate in comfort and sturdy rest facilities for younger children to sleep according to their individual needs.

Children's safety is exceptionally well considered. Relevant checks have been completed on all adults living in the household; they are very well supervised at all times and effective use of comprehensive risk assessments helps to keep them safe indoors, outdoors and on outings. Children are positively encouraged to develop their understanding about safety matters for future independence. They practise how to get out of the house in an imaginary fire and learn why it is not advisable to talk to strangers when approached.

Children are learning about difference through everyday conversations and access to a positive environment. The childminder encourages children to be aware of hand signing, used by those with a hearing difference, and utilises a variety of activities, such as trying spicy foods at Chinese New Year, to stimulate children's interest and develop their awareness about the wider world. Children are learning to manage their behaviour well due to the positive role model presented by the childminder. Praise and encouragement is freely given to develop children's self-esteem and confidence. Clear house rules, for older children, help them to develop a strong understanding of acceptable social behaviour.

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?	2
How well does the setting work in partnership with parents and others?	1
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?	1
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

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

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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