

Inspection report for early years provision

Unique reference number	256675
Inspection date	11/03/2009
Inspector	Susan Cox
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 about 1991. She lives with her partner and adult daughter in a bungalow in a residential suburb of Norwich. The whole of the childminder's home is used for childminding. Access is via a shallow step with another to the enclosed rear garden for outside play. The family have a cockatiel as a pet.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding eight children in this age group. She also offers care to children aged over five years to 12 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The children attend the local schools and pre-schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder knows the children very well and provides sensitive and individual care. Excellent relationships with parents ensure children's welfare is given a high priority and links with other providers are being further developed. The childminder knows her strengths and has identified areas she wishes to improve. Children are well supported and take part in an interesting range of activities which contributes to them making good progress in all areas of their learning and development.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals.

The leadership and management of the early years provision

The childminder shows a commitment to continuous improvement by attending a comprehensive range of courses and using new information effectively in the development of the service she provides. She has a very good understanding of the requirements of the Early Years Foundation Stage (EYFS) and knows what she does well and has met the recommendation from the last inspection. She continuously assesses what the children can do and readily helps them with the next steps in their learning. An attractive file has been established for each child to record assessments and tailor planning to meet individual needs. However, this does not yet link to the six areas of learning and show the progress they are making.

The partnership with parents considerably enhances the care and welfare of all the children. Parents are well informed about the service that is provided through the

well written policies and procedures. Excellent relationships are established during a sensitive settling in procedure and a daily exchange of information ensures children's changing needs are met. Having been informed of a forthcoming inspection several parents took the time to write to express their total confidence in and satisfaction with the high quality of care their children receive. The childminder has a good understanding of what children do at school and at pre-school and continues to develop these links to make sure they have a balance of experiences and learning opportunities.

Children's safety is a high priority and the childminder has taken much action to minimise risks. Her home and garden are secure and she makes sure children are collected by appropriate people. Considerable thought has been given to safety in the garden. Children play outside throughout the year as fencing has been installed to enable them to play on the large paved area and only have access to the grass and other areas when appropriate. A covered area ensures outside toys are easily accessible and ready for use and encourages children to play in the fresh air even when the weather is poor. Physical play equipment is mounted on a bark surface to minimise accidents and is always supervised when in use. The childminder understands the signs and symptoms of abuse and knows the action to take if she has concerns so that children may be appropriately protected.

The quality and standards of the early years provision

Children receive a warm welcome and quickly settle to play. This is because the childminder creates an attractive and child centred environment where they easily and confidently make many of their own choices from the wide range of resources. Items are selected from units, wicker baskets and shelves as children organise their play with the childminder sensitively monitoring this to ensure it is appropriate to their stage of development. Positive attitudes to diversity are promoted as children play with and talk about a stimulating range of resources which helps them consider and value similarities and differences. Children enjoy a healthy lifestyle. They have fresh fruit for a snack, often as a picnic in the fresh air and drink freely when they wish from their water bottles. A packed lunch is provided by their parents to meet individual dietary needs and guidance is available on healthy eating. Children enjoy their lunch and this is a sociable time with little ones sitting in their high chairs and being appropriately supported as they learn to feed themselves. Children develop increasing confidence in managing their personal hygiene, especially due to the toilet that has been installed for their use and little children are appropriately supported. Spending time in the fresh air, using a wide range of wheeled toys, climbing, sliding and swinging on apparatus and extending these skills in the park contributes significantly to children's good health. When little children are tired they are cuddled, given their dummy and comforter and reassured as they are settled to sleep in a travel cot. On waking they are quickly collected and welcomed back to play with their individual needs having been met.

Children take part in a stimulating range of activities which helps them make very good progress in all areas of learning. There is a balance of child-initiated and adult-led learning with much time spent in the fresh air. The childminder has a

clear understanding of how to include all children and readily adapts her approach to their stage of development. Walks to and from school, to the park and a range of facilities help them learn about the local environment and meet a variety of people in the community. They meet up with friends to play, enjoy special outings such as to the beach and thoroughly enjoy races and challenges during 'sports day'. Children act out real and imaginary experiences as they use the home play equipment, turn this into a puppet theatre at times and use a large cardboard box and sheet as a tent. Creative skills are developed as children freely draw, use junk to construct and make pig money boxes out of papier-mâché. Children learn about the living world as they grow, harvest and eat beans, peppers and tomatoes and consider the birds and bugs they see in the garden.

Children chatter freely knowing the childminder will listen to them and value what they say and do. Little ones are helped to communicate and learn early language skills with sensitive support. Children often select books to look at and enjoy listening to and joining in with stories. They count as they play, measure ingredients for cooking and consider how heavy a bucket is when they have filled it with sand. Children's behaviour is good. They show care for each other and learn right from wrong with appropriate support.

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?	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?	2
How well are children helped to be healthy?	1
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

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.