

Inspection report for early years provision

Unique reference number	256099
Inspection date	21/01/2009
Inspector	Margaret Elizabeth Roberts
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 1996. She lives with her husband and two children aged 14 and 11 years in Thetford, Norfolk. Access to the childminder's home is via one step. All of the home is registered, but only the ground floor is used and there is an enclosed garden for outdoor play. The childminder takes and collects children from local schools where she is developing links to support the care she provides for the children. The family have one dog and a tortoise. The childminder is registered to care for a maximum of six children under the age of eight years. There are currently four children on roll, all of whom are in the Early Years Foundation Stage(EYFS). The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides sensitive and appropriate care for children in the EYFS. Children benefit from the exceptional care that is provided in this warm and loving environment, where they are respected as individuals. Whilst children enjoy an appropriate range of activities to enable them to make progress in their development, the method of assessment is not yet fully effective in identifying the next steps in their learning. Improvements made since the last inspection have improved outcomes for children. The partnership with parents and the links being developed with other professionals contributes to ensuring that the needs of all children are met very well.

What steps need to be taken to improve provision further?

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

- continue to develop assessments to identify the next steps in learning for individual children.

The leadership and management of the early years provision

Children's welfare is promoted very well through familiar routines and warm, friendly relationships with the childminder, which helps them to feel safe and secure. The childminder has produced some very good policies and procedures which help her to carry out her work effectively, ensuring that children's individual needs can be met. Children have access to a wide range of activities because the childminder makes good use of the local toy library. This results in promoting children's learning and development through their play and practical activities. Children are safeguarded well because the childminder has a good knowledge of local procedures should she have concerns that any child in her care is at risk of abuse or neglect. Hazards to children on the premises and during outings are minimised through the effective risk assessments that are undertaken on a daily

and monthly timetable.

Children are cared for by the childminder who holds relevant qualifications and who accesses regular training to update her childcare knowledge further. This has a positive impact on the welfare and learning of all the children in her care. Changes have been made to documentation since the last inspection and the childminder is able to self-evaluate her provision to ensure that outcomes for children can be improved. Children benefit from the positive relationships that are built with their parents and other professionals to ensure continuity of care. Children who may have learning difficulties and/or disabilities and those with English as an additional language are welcome. Resources and activities are adapted for these children with the help of visual aids to help their understanding.

The quality and standards of the early years provision

Children make good progress towards the early learning goals because the childminder supports them well in their play and learning. She plans activities to meet children's individual needs often letting them choose what they wish to play with. Good open-ended questioning, with a balance of adult-led and child-initiated activities results in children being active learners and promotes their thinking skills. Children enjoy playing with small world equipment such as the fire station and engine, they are able to sustain interest at these self-chosen activities and often invite the childminder to join in with them. Parents are kept fully informed of their children's progress through informal discussions or the daily diaries which ensure a regular two-way flow as parents will often add their comments at the bottom of the page. Children's assessment folders show how children are making progress, with examples of their work and vocabulary that has been used during the activity. However, they are not used to identify the next steps of children's learning.

Children are welcomed into a warm, friendly environment where excellent hygiene practices are in place to prevent the spread of infection. Their well-being is promoted because the childminder gathers information from parents about any additional needs such as dietary requirements or medical issues. Children are taught about the benefits of keeping healthy through daily routines with times to be active and to rest. They have sufficient space in which to play and are able to use resources competently because they are developing an understanding of how to stay safe. For example, the childminder explains why they need to sit on the chairs at the table so that they do not fall and hurt themselves. Children behave exceptionally well, responding positively to the childminder who is a good role model. They are kind to one another and very loving, giving the childminder hugs and telling her that they love her. Children are able to play independently, getting on with an activity whilst the childminder is engaged in preparing their snacks. They are able to make choices and decisions showing their enjoyment when they have achieved what they set out to do.

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?	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?	1
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?	1
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

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.