

Inspection report for early years provision

Unique reference number	256426
Inspection date	02/02/2009
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 was registered in 1997. She lives with her husband and two children aged 12 and 14 years in a three bedroomed bungalow in Reepham. Access to the childminder's home is via a steep concrete slope and step. The family have two cats, tropical fish and eight guinea pigs which are kept in hutches in the back garden. All of the home is used and there is an enclosed garden suitable for outdoor play.

The childminder is registered to care for a maximum of six children under the age of eight years. There are currently thirteen children on roll who are cared for on a part-time basis, five of whom are in the early years age range. The childminder supports children with additional needs. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage (EYFS). Children are treated as individuals in this homely environment where they enjoy relaxed relationships with the childminder and their peers. The setting is well organised to enable all children to participate in a wide range of stimulating activities to support their learning and development. Children's welfare is generally secure. Improvements have been made since the last inspection and the childminder now self-evaluates her provision to further improve positive outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the accuracy of the register and ensure it is accessible at all times when childminding.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the recordings of the risk assessment include when it was carried out, by whom, date of review and any action taken (Documentation).

17/02/2009

The leadership and management of the early years provision

The childminder is well organised and has adapted well to the new EYFS framework. Opportunities have been taken to update her knowledge and skills through attending relevant training such as first aid and new food hygiene regulations. Clear, well presented written policies generally support her day-to-day

practice and inform parents about the service she provides. Whilst a detailed written risk assessment is in place which covers all areas used by children within the home and on regular outings to minimise the risk of accidents, they do not include when or by whom they have been completed. A daily register is held, although children's attendance is not consistently entered on arrival, nor it is easily accessible in the event of an emergency. Children are safeguarded as the childminder has a secure understanding of child protection issues and has all relevant information to hand to make an effective referral.

The childminder is able to recognise her own strengths and weaknesses through self-evaluation and is able to identify what needs further improvement. For example, she would like to further children's awareness of the importance of healthy eating and become an active member in setting up a new childminding network locally so that ideas, resources and training can be accessed and shared. Children benefit from the good relationships built with the parents who comment favourably on the welfare and learning environment provided by the childminder. Recommendations identified at the last inspection have been addressed, showing the capacity for future improvement. Parents are now better informed about the complaints procedure and children are only handed back to named individuals. The childminder takes and collects children from local schools and playgroups where she is developing links to support the care she provides for the children. The childminder promotes a positive attitude to inclusion. For example, she encourages children to learn simple words in other languages and adapts her activities well to ensure all children can take part.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Children take regular exercise daily and enjoy good outdoor play activities to support their healthy growth and development. All necessary steps are taken to prevent the spread of infection and appropriate action is taken when children are ill. Children are kept safe through the safety measures in place. Simple house rules displayed with both words and pictures support children's understanding of how to keep safe. These are gently reinforced by the childminder through discussion as part of the daily routine. Space and resources are well used. Children have a variety of rooms to play in and have space to leave large construction activities out so that they can return to them later. Safe storage ensures young children do not have access to unsuitable resources containing small parts. Children are able to rest comfortably when tired and are constantly monitored by the childminder as they sleep. Children behave very well because they know what is expected of them and follow the childminder's good example. Children are given explanations as to why some behaviour is unacceptable which helps them to learn about right and wrong, with praise and encouragement given freely to develop their self-esteem.

Children are provided with an excellent range of opportunities to help them to make good progress in their learning and development. The childminder demonstrates a secure knowledge of the EYFS and supports children well in their play. Activities are planned around children's individual needs and follow what they wish to do, allowing for a very flexible approach, giving children freedom of choice.

This helps them to become confident and independent learners. Information is gathered from parents and through the childminder's own observations, each child's starting points are known. Through discussion and watching children at play the childminder is able to provide activities which are age-appropriate and build on their interests. Children excitedly talk about the displayed photographs, highlighting the many activities they have been involved in. Children's physical skills are developing as they share recent experiences at an adventure play park, climbing and sliding down large equipment with growing confidence. Some of the younger children are able to write recognisable letter and recall favourite stories enjoyed with the childminder. They share laughter with the childminder as they try and remember simple words in Spanish and confidently initiate conversation spontaneously. Children recognise numbers in everyday situations, such as the numbers on the local church clock when walking to playgroup and the score on the air hockey table. As they build a large train track on the floor, they are considering which pieces are long, short, rounded or straight. Through good use of open ended questioning children are encouraged to think about what they need to construct their chosen layout. Children enjoy many outings in their local area. They become familiar with the role of local people, such as the Policeman and older residents who often stop for a friendly wave and chat. This fosters a positive sense of their own community. Children enjoy many opportunities to be creative as they dress up within role play, cook, explore paint and a range of art materials. Children's progress is recognised and demonstrated through photographic evidence displayed and discussion with parents. Through knowing her children well, the childminder is able to plan for their next steps in their learning and development so that their continued progress is secure.

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?	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.