

Inspection report for early years provision

Unique reference number	256501
Inspection date	23/03/2009
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 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 1989. She lives with her husband, who is her co-childminder, and two adult children in Old Catton, near Norwich, in Norfolk. Access to the childminder's home is via a small step. The family have no pets and most of the home is used for childminding. 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. At times, when the childminder works with her other co-childminder, a maximum of six children under five years may be cared for. There are currently seven children on roll who are cared for on a part-time basis, five of whom are in the early years age range. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The childminder holds appropriate childcare qualifications up to Level 3 and is currently undertaking work to become a member of the local childminding network. Both childminders have equal responsibility for the childminding practice.

Overall effectiveness of the early years provision

The childminder provides a good quality service for children in the Early Years Foundation Stage (EYFS). Children are happy and treated as individuals in this homely environment. The setting is well-organised to enable all children to participate in a wide range of stimulating activities to support their learning and development; however, aspects of assessment and planning are not yet fully secure. Children's welfare and safety are given good consideration. Children's health and the childminder's approach towards partnerships with others and implementing her safeguarding responsibilities are exceptionally well supported.

What steps need to be taken to improve provision further?

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

- further improve links between assessment of children's skills and planning of activities to ensure children's next steps in learning are fully promoted in all areas of learning
- implement plans to make further provision, using suitable equipment, for children to sleep or rest in comfort.

The leadership and management of the early years provision

The childminder is very well-organised and has been pro-active in embracing the new EYFS framework to ensure positive outcomes for the children who attend. Her knowledge and skills have been updated through attending relevant training in matters such as safeguarding and learning in the outdoor environment. The

childminder consistently strives to improve the provision on offer to the children. She has implemented recommendations from the last inspection and uses self-evaluation to identify ongoing areas for improvement, such as making more use of the outdoor area all year around. Clear, well presented written policies support her day-to-day practice and inform parents effectively about the service she provides. 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. Children are safeguarded exceptionally well as the childminder has a very secure understanding of child protection issues and has all the relevant information to hand to make an effective referral. Children are encouraged to develop an awareness about how to keep themselves safe through discussions about stranger danger.

Children benefit from the excellent relationships built with the parents who comment very favourably on the welfare and learning environment provided by the childminder. The childminder actively gathers details about the children's needs before they attend to ensure they can be met and parents enjoy regular opportunities to review their children's learning. The childminder through discussion, daily dairies and making use of accessible, visual development records actively involves parents in securing children's learning. Parents are well-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 links are developed to support the care she provides for the children.

The childminder promotes a positive attitude to inclusion. For example, she encourages children to play with and discuss the images in an environment which is rich in its representations of wider society. Children take delight in sampling a range of foods during Chinese New Year celebrations and the childminder encourages children to acknowledge and accept differences of all kinds.

The quality and standards of the early years provision

Children are provided with a stimulating range of opportunities to help them make good progress in their learning and development. The childminder demonstrates a positive understanding of the EYFS with regard to children's learning and supports children well in their play. Activities are planned around children's individual needs and interests such as, a discovering all about wildlife project which grew out of the children's interest in animals. Information is gathered from parents, through the childminder's own observations and her co-childminder observations, to ensure each child's starting points are known. Through discussion and watching children at play the childminder is able to make assessments about children's skills however, this information is not yet entirely effectively utilised in planning of activities. As a result, children's next steps for learning are not robustly supported in all areas.

Children's physical skills are developing as they kick footballs, climb on equipment at the park, ride trikes and dig in the sand. Younger children share well when playing with the trains and cars and gain ready reassurance from a close cuddle

with the childminder when needed. Inviting story sacks are used by the childminder during a rendition of 'The Hungry Caterpillar' to foster children's enjoyment of books and introduce concepts such as colour, shape, number and size. A local, rural environment offers rich opportunities for children to go on many outings such as trips to the wildlife parks, the beach and the woods stimulating their knowledge and understanding about the environment. Children show growing conversational skills as they use language to describe their activities such as, 'me got butterfly'. Children enjoy many opportunities to be creative as they dress up within role play, cook and explore a range of art materials.

Children's health is very well-supported. Daily exercise in the fresh air, tending the vegetable garden and eating nutritious snacks such as strawberries and raisins helps children to embrace a healthy lifestyle. Robust steps are taken to prevent the spread of infection. Children stay at home with communicable diseases and children undertake regular self-care routines such as brushing their teeth and washing their hands to remove germs and keep themselves healthy.

Children are provided with a welcoming accessible environment where they self-select their own toys building their confidence and independence. Children are able to rest when tired. The childminder has suitable plans to provide improved sleeping facilities; but cots, whilst available, are not currently being used with minded children. 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.

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?	1

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

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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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