

Inspection report for early years provision

Unique reference number	256616
Inspection date	10/03/2009
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 registered in 1993. She lives with her husband in East Dereham. The whole of the ground floor area and one upstairs bedroom is used for childminding. There is a fully enclosed garden suitable for outside play. 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 currently has six children on roll. Most children are cared for on a part-time basis. This provision is registered on both the Early Years Register and the compulsory part of the Childcare Register. The childminder is a member of the National Childminding Association and is chairperson of her local support group. Effective working links have been established with local playgroups and school.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's welfare is robustly promoted and safeguarded. Children make rapid progress in their learning and development given their starting points and capabilities. The childminder values the diversity of individuals and communities, ensuring children are well integrated and achieving as much as they can. Her commitment to extending her professional development is admirable and successfully enhances the outcomes for children. Documentation is exemplary. Excellent relationships with both parents/carers and other providers contribute significantly in meeting children's individual needs across all aspects of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop effective methods for monitoring reflective practice which identify strengths and priorities for future development.

The leadership and management of the early years provision

Children's care, learning and development is significantly enhanced by the childminder who pays meticulous attention to every aspect of her childminding practice. Through her existing experience and constant updating of knowledge through training and researching information, outcomes for children are promoted at the highest level. The childminder has embraced the new legislation around the implementation of the Early Years Foundation Stage and equipped herself extremely well to face the new challenges that it brings. She has grasped the importance of ensuring her practice is inclusive to meet the individual needs of children and support their understanding of the local community. She has completed a Portuguese language course and uses this to widen children's understanding of diversity and culture. Activities are geared to support children's

individuality. For example, following discussion with parents, she planned a reassuring trip to the dentist for an anxious child, allowing them to look round and sit in the big chair. This provided a valuable opportunity to discuss fears and worries and promote good oral hygiene in the future.

Documentation underpinning her working practices are clear, accessible, regularly reviewed and detailed to inform parents well. Children's safety is of paramount importance to the childminder who has well established systems in place which safeguard children. She is knowledgeable around child protection issues and has the necessary information to hand to make an effective referral. The environment is extremely welcoming and planned to motivate and inspire learning. Colourful and informative posters, accessible resources and examples of children's work contribute successfully to creating a purposeful area of exploration.

Risk assessments are robust in maintaining children's safety. A pro-active approach by the childminder ensures children remain safe on outings away from the home. She obtains detailed risk assessments from large public venues and then sifts through what information is relevant to her as the responsible adult and what is appropriate to share using simple language with the children, making them alert to the possible dangers.

The childminder has developed an effective method of self-reflection, choosing to complete the Ofsted self evaluation form. In this she clearly demonstrates her ability to look at her practice critically, successfully identifying what she does well and what aspects are being worked on to secure further improvement. She is now beginning to consider methods for monitoring this process to ensure it continues to be effective. Links with both parents and other providers are securely established. The views of parents are encouraged through frank and open discussion and the childminder welcomes their ideas for improvement. The local play group leader recognises and values the effective links the childminder has with them, commenting in writing that the impact of her involvement contributes significantly to promoting children's welfare and ensuring continuity of children's progress in their learning and development.

The quality and standards of the early years provision

Children make outstanding progress in their learning and development. They are highly confident and enthusiastic learners because of the rich learning environment and the excellent relationships they enjoy with the childminder. Children enjoy high levels of attention from an experienced practitioner who understands how to motivate and plan activities which build on children's interests across all areas of their learning. Activities enjoyed across different age groups support all children's inclusion and learning objectives are matched successfully by the childminder to their stage of development. Whilst a three-year-old, attempting to blow bubbles, is learning how much and how gently you need to blow to make a bubble, what happens if you touch them, exploring the colours and shapes made and talking about why they float up into the sky, the younger child is being supportively held to promote emotional security and sharing in the excitement and wonder of this new experience using facial gestures. Areas of learning are skilfully woven into all

activities. For example, whilst playing hopscotch outside on paving slabs, children use chalks to mark the squares and write numbers on each square. They practise their physical skills as they balance and jump, recognise numbers and sequencing as they throw the dice and manoeuvre themselves into the right position. This is then extended when the childminder introduces bean bags to throw to improve hand/eye co-ordination.

Children enjoy many opportunities to develop a keen interest in books and print. Their language skills are enhanced through the constant use of open-ended questioning by the childminder. This encourages them to think and assists the childminder in getting a clear picture about what they know to support future planning. Children's experiences are well planned and show a strong balance of adult-led and child-initiated opportunities, both indoors and outdoors. Learning intentions are clearly identified and matched to each child's capabilities. Effective use of regular written observations and assessments by the childminder demonstrate clearly a brief summary of the observed activity, they identify what is the learning intention and whether this has been met. Where there are weaknesses in children's learning these are then picked up and included in the next steps. This ensures children continually make secure progress.

Children's welfare is consistently promoted to a high standard through the practices of the childminder. Children develop a positive and healthy attitude to exercise and fresh air, enjoying outings daily. Well-established routines and discussions with the childminder secure children's understanding of the importance of keeping healthy. Older children know that hand washing is important to reduce the risk of spreading germs and are keen to use the fun liquid soap provided in the newly installed downstairs cloakroom. Well presented information informs parents as to what illnesses would exclude their child so that all children and adults in the household remain healthy. Whilst children currently bring packed lunches, information is displayed to support and reinforce positive messages about healthy eating. Organic options such as fresh fruit and juices provided by the childminder further supplement what parents provide. Children's health needs are well attended to as the childminder has a secure knowledge of first aid and has an accessible first aid kit to hand. Children learn how to keep themselves safe as they help to tidy up so that they maintain a safe environment, practise fire drills and road safety procedures regularly under the close supervision of the childminder. Children's behaviour is exemplary. Through clear and consistent practice demonstrated children learn right from wrong from an early age.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
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?	1

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.