

Inspection report for early years provision

Unique reference number	256722
Inspection date	02/03/2009
Inspector	Gill Thornton
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 2000. She lives with her partner and children aged 12 and 14 years in a market town on the border between Norfolk and Suffolk, close to shops, parks and the local school. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has one cat and two guinea pigs.

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 range. She is currently minding 10 children in this age group, all on a part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Year Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school to take and collect children and regularly attends the local toddler group. The childminder is a member of the National Childminding Association and has completed the Norfolk Quality Assurance Scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming environment in which children settle well and generally make good progress in their learning and development. Partnerships are effective in ensuring all children are included and their individual needs well met. The childminder regularly reviews her practice to identify and prioritise areas for improvement to ensure she continues to meet the requirements of the Norfolk Quality Assurance Scheme. Effective procedures are in place to promote children's safety and welfare at all times.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify children's next steps in learning
- provide babies with opportunities to explore a range of natural and man-made materials to offer further sensory experiences, for example by developing the use of treasure baskets.

The leadership and management of the early years provision

Children's well-being is promoted by the childminder's informative operational policies and procedures which successfully guide her practice. These are shared with parents to help them understand the care provided, thus developing secure

working relationships. Good systems are in place to gather information on children's individual backgrounds and needs to promote continuity of care and ensure their medical and dietary needs are met. The childminder works in partnership with other professionals to support children's care and development to promote continuity and coherence.

The childminder plans her daily routines around the needs of the children in her care, to help form trusting and secure relationships which foster their self-confidence and self-esteem. She attends training workshops to keep her knowledge and skills up-to-date and information gained from such training is used effectively to develop her practice and improve outcomes for children. The childminder organises her home to ensure the premises are safe and secure to allow children to play in safety under her watchful guidance. Children are safeguarded because the childminder has attended relevant training and she is confident in her knowledge of how to protect children.

The quality and standards of the early years provision

Children are happy and secure in the childminder's well-organised home where they can move around in freedom and comfort. Age appropriate toys and resources are stored so that children can make independent choices and follow their own interests. The childminder spends her time actively involved with children's play to support and extend their learning and development. She shows genuine interest and delight while chatting to the children and asking open-ended questions to promote their thinking skills. Children enjoy various planned and spontaneous craft activities, often based upon special festivals or celebrations.

The childminder knows the children in her care very well and has a clear understanding of their interests and abilities. She uses this knowledge to instinctively provide them with activities to further their interest and learning. She makes observations of children's play in their home diaries which are shared with parents and form a narrative of the children's day. However, these observations are not used to identify children's next steps in learning and development to support their progress towards the early learning goals. The childminder has discussed with the local nursery teacher useful skills for the children to develop in preparation for their transition into school. Based on this information she provides parents that wish to, with a folder of activities and ideas to involve them in helping their children develop their understanding of early mathematical concepts and emergent writing skills.

The childminder is supportive and encouraging in her interactions with the children and sensitively acknowledges their individual personalities to ensure all children are valued and included. Babies develop meaningful attachments with the childminder who sensitively encourages their learning and interest in their environment. She provides them with a range of age appropriate toys and activities including mark making opportunities such as using finger paints. However, the majority of the toys are plastic and do not therefore provide babies with a wide range of sensory experiences from exploring various natural and man-made objects, and materials that they can investigate and manipulate in different ways.

Children become engrossed in their play, for example, while exploring small world figures and using their imagination as they describe what the figures are doing. The childminder uses good strategies to promote children's understanding of mathematical language during everyday activities, such as while counting the grapes at snack time. Children are learning to keep themselves safe, for example, through discussions about why they must wear a safety helmet while riding a bike. Children enjoy daily opportunities for fresh air as they go for walks around the local community or quiet country lanes to see the animals in the fields. In fine weather the child-friendly garden provides a good range of stimulating play opportunities including the ever popular sunken sand-pit.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Not Met (with actions)
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The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

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| <ul style="list-style-type: none">• demonstrate how your training is compliant with the common core skills or level 2 qualification requirements. (Qualifications and training) | 02/06/2009 |
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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.