

Inspection report for early years provision

Unique reference number	256655
Inspection date	24/03/2009
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 1992. She lives with her husband and adult son in a village near Great Yarmouth, close to shops, parks and the local school. The whole of the ground floor of the property is registered for childminding which takes place in a self-contained annex of the house. There is a fully enclosed garden for outdoor play. The childminder always works with an assistant.

The childminder is registered to care for a maximum of eight children when working with an assistant, when no more than six may be in the early years age range. She is currently minding 14 children in this age group, all on a part-time basis. She also offers care to children aged over five years to nine years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school and nursery to take and collect children. The family has a dog and a cat.

Overall effectiveness of the early years provision

Overall the provision is good. Children thrive and make excellent progress given their starting points and capabilities in the stimulating and well-resourced learning environment. The childminder works closely with parents to ensure each child is fully included and their individual needs well met. The childminder follows effective procedures to promote children's safety and welfare at all times. Regular self-evaluation by the childminder and her assistant ensures that priorities for development are identified and acted upon, resulting in a service that is responsive to the need of users.

What steps need to be taken to improve provision further?

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

- ensure records of accidents are countersigned by parents
- develop opportunities to work in partnership with other providers delivering the EYFS to ensure progression and continuity of care.

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

- ensure parents give prior written consent in advance of administering any medication. (Safeguarding and promoting children's welfare)

31/03/2009

The leadership and management of the early years provision

The childminder is an experienced and well-organised practitioner who effectively plans her weekly routines to ensure children benefit from an excellent range of activities within her home and the local community. Children are cared for in a safe and very secure self-contained annex to the childminder's home where they play together in comfort and safety. The childminder works closely with her assistant to ensure children receive consistently high levels of support and encouragement to effectively promote their welfare and development. They share a common ethos of providing a nurturing environment in which children learn to respect and value one another. The childminder seeks comprehensive information from parents to enable her to effectively meet children's individual needs and ensure they are all fully included and able to play an active part in the setting. The childminder works in partnership with other professionals to promote children's care and welfare, however, she has not yet established an effective system of working in partnership with other settings that children attend to ensure a coherent approach to delivering the Early Years Foundation Stage (EYFS).

Documentation is generally well-maintained and the childminder is careful to follow parents' wishes regarding their children's care. However, written consent to administer medication is not consistently sought and parents do not countersign accident records, consequently, not fully meeting welfare requirements of the EYFS. Children are safeguarded because the childminder is confident in her knowledge of how to protect children and the procedures to follow should she have a concern. Parents are well-informed about the care provided and the childminder uses effective strategies to share information about their children's progress and the activities enjoyed to enable them to support their children's learning at home. The childminder and her assistant effectively evaluate their day-to-day practice to accurately target priorities for development to improve outcomes for children.

The quality and standards of the early years provision

Children are happy and well-settled and independently move between the two thoughtfully resourced playrooms, confidently choosing toys and activities that stimulate and interest them. They have access to a wide range of high quality toys and resources that are well-organised and displayed effectively to promote their exploratory impulses. The childminder and her assistant are very responsive to children's spontaneous play and build upon their interests to provide further enjoyment and challenge. They make the most of learning opportunities to encourage and extend children's simple thinking skills; for example, while playing with the small world animals considering which elephant is the largest. The childminder is sensitive and caring in her interactions, acknowledging children's feelings and emotions; consequently, they develop warm and trusting relationships which help them feel confident and secure in the childminder's care.

Planning is based upon observations of the children's play and the childminder's excellent knowledge of the individual children in her care. Consequently, all

children make significant gains in their learning and have consistently good levels of achievement towards the early learning goals in relation to their starting points and capabilities. Children develop confidence and self-esteem in the well-established routines of the setting; for example, they eagerly sit down together after snack time without any prompting to share a favourite story. They are learning to share and co-operate, and take account of needs and feelings of others, for example, while playing together with the interesting wooden play food and making 'dinner' for each other. Older children are learning to consider the needs of those less fortunate than themselves. Children develop an appreciation of healthy lifestyles through regular physical play and plenty of fresh air while playing in the garden or exploring the local neighbourhood.

Children develop their social skills while enjoying freshly prepared home-cooked meals with their friends. They learn skills that contribute to their future economic well-being while using the computer and develop their early literacy skills through using a range of mark making opportunities such as paint, chalk and crayons. Planned activities linked to simple themes such as the seasons and cultural events and festivals provide them with simple opportunities to broaden their knowledge and experience of the wider world. The childminder is careful to ensure all children are included and she adapts activities to promote their participation. Children develop an understanding of keeping themselves safe while practising fire drills and through discussions on road safety.

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?	1
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?	1
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?	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
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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) | 24/06/2009 |
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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.