

Inspection report for early years provision

Unique reference number	EY104177
Inspection date	02/04/2009
Inspector	Deirdra Keating
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2002. She lives with her partner, grandmother and children aged four, six, and 20 years in Thetford, Norfolk close to shops, parks, schools and public transport links. The ground floor of the childminder's home and the first floor bathroom are used for childminding. She has a pet dog.

The childminder is registered to care for a maximum of four 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 two children who are within the Early Years Foundation Stage (EYFS) and works with an assistant. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder creates an extremely welcoming and inclusive environment in which children are highly valued and treated as individuals. Secure knowledge and training enable the childminder to plan effectively and flexibly for children, comprehensively meeting each child's individual needs. The childminder demonstrates a good capacity for improvement through the use of self-evaluation in which she has identified future targets to maintain her high quality practice.

What steps need to be taken to improve provision further?

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

- enhancing the monitoring and self-evaluation processes to ensure strengths and weakness of the early years provision are identified.

The leadership and management of the early years provision

Children's welfare, care and safety are promoted exceptionally well. The childminder has an extremely positive approach to her professional development which enables her to update her knowledge and reflect upon her practice. She is very proactive in seeking professional support and guidance and uses this to support improved outcomes for the children. For example, the childminder has almost finished her NVQ Level 3 in home based childcare and working towards this has enhanced her childcare practice. The childminder has made significant improvements to her policies and documentation since her last inspection. Clear and comprehensive written procedures reflect all requirements of the Early Years

Foundation Stage and have been developed using support from the local authority and her network co-ordinator. This has resulted in individual policies that are closely referred to in all areas of practice in addition to being shared well with parents and older children. The childminder fully understands her roles and responsibilities in protecting children from potential harm and has carefully prepared a complete folder detailing supporting information. This has been developed using knowledge from specific training and ensures that children are fully safeguarded whilst in the childminder's care.

The childminder has developed and established her own self-evaluation which outlines the strengths of her setting and details areas for future improvements very effectively. She is developing the processes by which she will continuously monitor her provision to maintain the high standards of practice. Targets for improvement have been developed using the views of parents and children using questionnaires. For example, the childminder plans to provide 'conversation evenings' in order that parents can fully support their child's learning and development at home and any concerns can be more fully discussed. Parents are provided with a daily communication book which is used very effectively in addition to this the childminder has given her parent partnership a great deal of consideration and has developed her records to ensure they are user friendly and enjoyable to read. Consequently, parents thoroughly enjoy sharing the 'learning stories' with their children. These are mainly photographic and are simply and clearly linked to the areas of learning, showing each child's progressive accomplishments. This provides an enjoyable story book where children can recollect and recall activities they have enjoyed with the childminder and parents can proudly share in these memorable moments.

Children who attend the childminder's provision are not old enough to attend other provisions. However, the childminder has excellent links with local providers and has been asked to share aspects of her practice with others. The childminder has established effective links with other provisions that the children in her care will attend in order to promote good continuity of care.

The quality and standards of the early years provision

The children are extremely settled and have developed close relationships with the childminder who is sensitive to their needs and provides exciting experiences that are motivating and in line with their interests. The conservatory has been set up to provide an enabling environment for all children. It is welcoming, bright and child-orientated with easy access to the activities and directly linking the indoor and outdoor environments. This encourages children to make free and independent choices in their play and consequently children are extremely happy and confident in the stimulating and exciting environment. For example, children freely access puzzles books and train sets while others choose to access the enclosed garden, playing for most of the morning with an exceptional range of resources that reflect all areas of learning. Children participate with high levels of involvement as they explore different media and materials, they enjoy a superb range of exploratory and messy play including sand, water, jelly bath and paint. Children are able to move resources to support their play and learning and the emphasis is on fun and

exploration. Children paint their hands and describe how the textures of different media feels on their hands.

Children develop their physical skills as they select tools to manipulate the play dough which is available in a wide range of colours. Appealing resources encourage children to exercise outside and learn how to control their movements; they use colourful tactile disks as stepping stones, bounce on the trampoline and use wheeled toys. Children are strongly encouraged to be as healthy as possible. They drink water throughout the day and are provided with freshly prepared meals and snacks. Some of this food is grown by the children at the childminder's allotment and consequently children are really keen to eat the vegetables showing amazement as they discover carrots tops have a carrot hidden in the soil. The childminder cooks meals and is flexible and adaptable ensuring that children eat when they are hungry and dietary needs are sensitively catered for. Food safety training ensures food is prepared according to guidelines and food is largely made from organic ingredients.

Creative and appealing methods are used by the childminder to gain an idea of children's particular likes, for example, small air balloons with notes attached to the bottom detail children's ideas and interests. This proactive approach helps children feel their ideas are truly valued and used to inform the childminder of what to plan for the children. Planning is responsive to children's needs, the childminder is extremely skilled at adapting learning intentions to children's likes and interests. Regular observations are used to plan children's next steps in their individual records which reflect each child's accomplishments and show good consistent progression towards the early learning goals. The records are proactively shared with parents in order that they can support each child's learning and development. The childminder is careful to tailor her care towards the individual child and ensures that any additional needs are carefully provided for. The childminder provides an inclusive service welcoming all families and tailoring her practice to encompass all requirements. Anti-discriminatory practice is actively promoted ensuring that all children are included and safe. Children are encouraged to think about their safety as they move around and move resources. A behavioural policy sets out the expectations and children understand the house rules. Children are learning to share toys, treat one another respectfully and gain new skills which will help them in later life.

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?	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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.