

## Inspection report for early years provision

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<b>Unique reference number</b>	256430
<b>Inspection date</b>	27/04/2009
<b>Inspector</b>	Lesley Gadd
<b>Type of setting</b>	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 and adult daughter in Norwich, Norfolk. Access to the childminder's home is via a ground level entrance hall. The family have no pets and the downstairs of the home is used for childminding. There is an enclosed garden suitable for outdoor play and there are parks and shops within walking distance of the house.

The childminder is registered to care for a maximum of six children under the age of eight years and is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. There are currently eight children on roll who are cared for on a part-time basis, three of whom are in the early years age range.

The childminder is a member of the National Childminding Association and meets regularly with other childminders in her area to keep up-to-date with developments in the childcare field.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happy and settled in this homely, caring environment. The setting is well-organised with stimulating activities to enable all children as individuals to learn well and assessment and planning are generally good. Children's health, safety and partnership with parents are given exceptional consideration. The childminder has started to self-assess her service to ensure continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- analyse assessment and observations made on the children to help plan their next steps in development in all areas of learning.

## **The leadership and management of the early years provision**

The childminder is well-organised and has been pro-active in embracing the new Early Years Foundation Stage (EYFS) 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 the EYFS. The childminder is committed to further improving the service on offer through self-evaluation and has addressed recommendations from the last inspection. Clear, well presented written policies support her day-to-day practice and inform parents effectively about the service she provides to ensure children's welfare. 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 well

as the childminder has a 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 road safety and they practise how to evacuate the premises in case of a fire hazard.

Children benefit from the excellent relationships the childminder has built with the parents, who comment very favourably on the welfare and learning environment provided by the childminder. Parents particularly state that children are 'happy' and 'develop very quickly'. Children themselves send notes with 'lots of love' and write about her kindness towards them. 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 development. The childminder through discussion about daily and planned activities, positively involves parents in securing children's learning. Links are established between parents and local schools 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 and different abilities. Children take delight in learning Italian songs 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 play 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. Information is gathered from parents and through discussion and watching children at play, the childminder is able to make assessments about children's skills. However, these assessments have not been effectively analysed to ensure that children's next steps in development are robustly supported in all areas of learning.

Children's physical skills are developing well as they dance to music and climb on equipment at the park. Younger children share kindly when playing with the cars, demonstrating good social skills and they gain ready reassurance from a close cuddle with the childminder when needed. An inviting range of books is used by the childminder to foster children's enjoyment of stories and older children are quick to recognise letters from their name. This fosters children's literacy skills. Younger children comment on colour and numbers up to six when setting out the skittles, also noticing that some items are big and some small, demonstrating their reasoning and numeracy knowledge. Children talk and communicate well about their lives and make sure their needs are known as they ask for refreshments. The childminder is attentive and encourages the children to explore their play through asking open questions, developing their thinking and knowledge about how the cars move. Children enjoy many opportunities to be creative through planned activities. They take part in role play, make bread and explore a rich range of art materials. Older children who are interested relish opportunities provided to learn

how to knit and crochet, making small pieces of jewellery for themselves and parents, developing their physical and design skills.

Children's health is very well supported. Daily exercise in the fresh air, planting strawberry plants and talking about good food for the body 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 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 they are able to rest when tired in sturdy cots. 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	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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