

## Inspection report for early years provision

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<b>Unique reference number</b>	256520
<b>Inspection date</b>	14/09/2009
<b>Inspector</b>	Susan Cox
<b>Type of setting</b>	Childminder

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1985. She lives with her husband in a market town in Norfolk. The whole of the childminder's home is used for childminding with the exception of the main bedroom. Access is via a step to the front door and a further step to the garden. There is an enclosed garden for outdoor play. The family has two cats as pets.

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 two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The children attend the local schools and pre-schools.

The childminder is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's safety is a high priority as is their welfare. They all receive sensitive care adapted to meet their specific needs and their development as individuals is well promoted. As a result, children make very good progress in all areas of their learning and development. Excellent partnerships with parents enhance all aspects of the children's care and learning. Links with other providers are also effective in ensuring children have any additional help they require and that there is a balance of care and learning across the various provisions they attend. The childminder shows a firm commitment to continuous improvement to ensure her service is reflective of the needs of those that attend.

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

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

- analyse observations to further plan 'what next' for individuals and groups of children.

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

The childminder ensures children are safe at all times. Appropriate checks have been carried out on her and her husband and she always supervises children to make sure they do not have inappropriate contact with people who have not been vetted. Child protection training is regularly updated and clear policies and procedures guide her safe working practices. As a result, she understands the action to take if she has any concerns about children's safety or welfare so they

may be appropriately protected. Extremely comprehensive risk assessments are conducted and action taken to minimise risks to children in the home, garden and when out and about with the childminder. For example, stair gates are very well used to prevent children having access to areas of the premises that are not registered and so that they do not go to the front door when the childminder may be talking to visitors. As part of the process of reviewing the overall standard of her service, and the safety of the children, she has made several improvements since the last inspection. For example, a cloakroom has been installed downstairs and children use this freely to manage their personal hygiene. A camera system enables her to monitor a child sleeping upstairs and the side gate to her garden for additional safety. The installation of a patio area has improved children's ability to ride wheeled toys outside and to play in the garden in a variety of weather conditions. She has also met the recommendation from the last inspection so is able to take appropriate action if children need emergency medical advice or treatment.

A particularly stimulating and child-centred playroom is the base for play and children move easily into the dining area to extend their play and use the dining table for meals and a range of creative activities. A wealth of well organised and attractive toys and resources are freely used by children of all ages and the childminder monitors what is chosen to make sure it is appropriate and safe for their stage of development. Parents are extremely enthusiastic about the quality of the service they receive. They explain the depth of relationships that have been formed and how the childminder is dedicated, caring and flexible to meet the changing needs of their children. For example, she has attended training and sought advice on how to help with particular areas of children's development and has shared this with parents. Consequently, children receive consistent messages and support. A diary supplements the regular chat with parents so that all relevant information is exchanged and they are encouraged to consider and contribute to their child's learning journey. The childminder understands what children do at school and pre-school and uses this information in her planning so that children receive a balance of care and education across the provisions they attend. She willingly works with other professionals, and may be included in visits to them with parents if they wish this, to learn how to support children with learning difficulties and/or disabilities. Consequently, she is confident in her ability to meet their needs and support their care and welfare.

## **The quality and standards of the early years provision and outcomes for children**

Children's welfare is very well promoted. They enjoy a range of snacks and freshly prepared meals which promote healthy eating and are tailored to their dietary requirements. They drink freely to ensure they are well hydrated and older ones help themselves to cool water from the dispenser in the kitchen area. Walking to and from school and a range of activities helps them learn the benefits of routine exercise and this is made more interesting as they chatter to the childminder about where they are going and what they see. Children often play in the rear garden; they help make choices of resources from the shed but understand they do not go in as it may not be safe. They use a very good selection of wheeled toys and they

learn how to ride a bike or use a skateboard safely. Skittles, quoits, stilts, bats and balls encourage them to play a range of games and little ones are helped to learn how to climb and slide on the low equipment. Visits to the park and outings where there is adventure play equipment help children extend their physical skills and meet appropriate challenges. Little children develop confidence as they become mobile due to the sensitive support and appropriate encouragement they receive. When children are tired they sleep comfortably in a manner agreed with their parents until refreshed and ready to return to play.

All children make very good progress in their learning and development; they are motivated and eager to play and learn. This is because of the encouragement and support the childminder gives them and the way she asks questions to support and extend their learning in a relaxed and rewarding way. The childminder knows them well, observes what they do and uses this information to plan activities which will catch their interest. She continues to consider the best way to help children take the next steps in their learning.

Children often confidently organise their own play and make choices from the low storage which promotes their independence. They chatter freely to the childminder and she listens and often asks very good questions to encourage the development of their language skills and extend learning opportunities as they arise. For example, when playing with a refuse lorry they talk about who comes to the house to collect the bins, what they are used for and recycling. Children snuggle up to share stories talking about what they see in the books and their enjoyment is developed further as they regularly visit the library and choose books. Routine activities are used very effectively to extend learning. For example, children practise road safety as they walk to the shops and they take part in fire drills to learn about how to be safe in an emergency. When shopping they take their reusable shopping bag and older ones choose, scan and pay for items as they learn skills for future independence. As they study and watch frogs and butterflies develop they wonder at their life cycle and use books to explore this further. They grow some vegetables in tubs in the garden, plant cress to care for on a window sill and enjoy eating the produce. They measure and weigh ingredients in simple cookery activities which helps them learn more about foods that are good for them. Children enjoy social play as they meet up with friends at the local childminding group and sing, dance and make music together. Creative skills are supported as they take part in a wide range of craft activities including excitedly exploring shaving foam and using this in their imaginative play. Children learn to value and respect people through many free play and planned activities including taking part in festivals such as Divali when they join together with others to celebrate.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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