

Inspection report for early years provision

Unique reference number	256222
Inspection date	30/06/2009
Inspector	Lesley Gadd
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 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 Sculthorpe, Norfolk. Most of the childminder's home is used for childminding. There is a small door step to access the premises and there is an enclosed garden for outdoor play. The family have fish 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. The childminder is currently minding four children in the early years age group who attend on a part-time basis throughout the week. The childminder is registered by Ofsted on the early years register, the compulsory and voluntary parts of the Childcare Register. The childminder also works in partnership with the local pre-schools which the children attend.

The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in this caring environment where they are well supported as individuals. They are making strong progress in their learning and planning of activities is underway. The childminder has begun to self-evaluate her provision and has good partnerships with parents and others to support continuity of care and learning for the children. Children's welfare is given good consideration with children's health and safety being given exceptional support.

What steps need to be taken to improve provision further?

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

- develop planning of activities further to show how each child's next steps in learning are fully supported
- make more use of self-evaluation tools to identify how this good quality setting can be maintained and further improved.

The leadership and management of the early years provision

Children's welfare, learning and development are promoted well. Regular training helps the childminder keep her skills up-to-date in relation to matters such as, first aid, child protection and the new Early Years Foundation Stage. The childminder has begun to consider her own strengths and weaknesses, although she does not have a complete self-evaluation system in place. This reduces opportunities to further develop the service with regard to children's care and learning. Recommendations from the previous inspection have been addressed to further

support children's welfare. Children's safety is a high priority for this childminder. They are closely supervised at all times and the excellent risk assessments that are conducted with regard to being inside, outside or on outings, ensure that hazards to children are actively minimised. The childminder prepares children for future independence exceptionally well by raising their awareness regarding safety matters. Older children practise how to cross the road safely and younger children discuss why it is not a good idea to touch hot cookers when making bread. The childminder has a strong understanding about safeguarding issues, being able to respond appropriately should concerns arise about a child's welfare, and members of the household are suitably vetted. Children are encouraged to vocalise their feelings, ensuring they can start to protect themselves.

Children's individual needs are well-supported and the childminder demonstrates a clear commitment to inclusion. She adapts activities so that children of all ages can take part and is clear about how to support children who may have learning difficulties and/or disabilities. The childminder is developing resources to promote positive attitudes towards diversity and ability, and celebrates a range of festivals. This helps children to learn to value different aspects of their own and other people's lives.

Partnerships with parents and others are good. Children benefit from the positive working relationships the childminder has with their parents and the links developed with local pre-schools to ensure continuity of care. The childminder actively seeks information from parents at the start of all childminding arrangements and this is used positively to meet children's individual care and learning needs. Children's routines from home regarding sleeping and eating are followed, promoting children's sense of security. The childminder uses clear communication either verbally or in written form which means that there is a good two-way flow of information between herself and parents regarding children's progress. Parents comment favourably on the childminder's care of their children including the fact that they are 'happy', 'safe' and 'learn lots of new skills'. The childminder has a set of policies and procedures which help to guide her work with the children and reassure parents that children's welfare is the childminders' priority.

The quality and standards of the early years provision

Children's learning and development is well supported as the childminder has a good understanding about the Early Years Foundation Stage (EYFS). They are happy, settled and play freely, making many of their own choices regarding resources, demonstrating their growing independence. The childminder has a warm, nurturing relationship with the children, being ready with a cuddle for reassurance when needed and offering words of encouragement and praise to promote children's self-esteem. The childminder makes frequent observations and assessments about children's skills, identifying their next steps for learning with parents, however, this information is not used entirely effectively in planning of activities for each child to ensure their next steps in learning are robustly supported in all areas. Younger children are keen to explore as they empty the toy box enthusiastically, examining the contents and making the different animal

noises with the childminder. This helps children develop their auditory and sorting skills. Children enjoy singing and chatter constantly reflecting the childminder's running oral commentary about what they are doing, promoting children's use of language and communication. Books are avidly looked at and stories listened to intently, promoting children's enthusiasm for reading. Younger children are able to sustain interest at self-chosen activities for short periods, as expected at their age, and this is well-supported by the childminder who is always present to listen and talk with them about what they are doing. This helps children to develop their thinking about activities and the world around them.

All children take part in messy activities such as painting, gluing, sand and water, fostering their creativity. Older children make their own models out of junk materials, such as octopuses, demonstrating a flair for design. The outside garden area is enthusiastically explored by the children, who are aware of the need to keep safe in the sun developing their knowledge about self-care. Children get out and about in the local community, attending the library bus and other events with the childminder, helping to develop their social skills. Children are very well behaved. The childminder uses positive techniques to deal with behaviour management as children are taught to be kind to friends and they learn right from wrong by sensitive reminders. Cooking activities are enjoyed by all ages and opportunities are taken to promote their knowledge about numbers and solving early maths problems when they help to make bread.

Children's good health is exceptionally well promoted. They undertake their own personal care and take part in regular physical exercise. Children walk regularly and develop large muscle tone as they ride trikes and climb on equipment at the park. Children consider the impact of exercise as they notice their bodies sweating and talk about how fresh air and exercise helps to build strong bodies. Children eat nutritious snacks such as dried and fresh fruit and help themselves to a refreshing drink of water when needed, demonstrating their self-reliance. Gardening activities provide an opportunity for children to plant crops and learn about food origins. They are keen to tend the lettuces and radishes with regular watering, to ensure they continue to grow which develops their knowledge about how to grow and care for plants.

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?	1

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?	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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