

Inspection report for early years provision

Unique reference number	256602
Inspection date	11/05/2009
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 1993. She lives with her husband and one young adult in Norwich, Norfolk. There is easy access to the childminder's home and an enclosed garden for outdoor play. The family have no pets.

The childminder is registered to care for a maximum of six children under the age of eight years. There are currently three children on roll, all of whom are in the Early Years Foundation Stage (EYFS). The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are respected and valued as individuals in this caring, homely environment. The children enjoy warm relationships with the childminder and their learning and development are generally secure. Children's welfare is given good consideration with partnership with parents and safety being given exceptional support. The childminder is well-organised and she is starting to evaluate her provision.

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 for and secure children's development in all areas of learning
- make use of self-evaluation tools to maintain and further improve the provision.

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 EYFS. 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. A recommendation from the previous inspection has been addressed and records are stored securely. Children's safety is a high priority for this childminder. They are closely supervised at all times and the childminder has an excellent understanding of safeguarding issues, being able to respond appropriately should concerns arise about a child's welfare. The robust risk assessments that are conducted ensure that hazards to children are minimised, whether playing on the premises or on outings. The childminder actively prepares children for future independence by raising their awareness regarding safety matters. They practise how to cross the road safely and learn

about how to get out of the house in the event of a potential fire.

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 has started to celebrate 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 excellent. Children benefit from the very effective, positive working relationships the childminder has with their parents and the links developed with local playgroups 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 a daily diary and clear communication either verbally or in written form means that there is a good two-way flow of information, ensuring that parents and others are fully aware of how their children are progressing. Parents' comment very favourably on the childminder's care of their children including the fact that they are 'happy', 'safe' and that younger children 'cuddle her', 'showing how much they have missed her after holiday breaks'. They also comment on how children have 'grown' and progressed.

The quality and standards of the early years provision

Children are making good progress in their learning because they are provided with a rich range of planned play opportunities. Younger children are keen to explore as they empty the toy box enthusiastically, examining the contents and giggling with delight when catching and throwing bean bags that make rustling sounds. This helps children develop their auditory, physical and sorting skills. Children demonstrate their fledgling language abilities as they make the noises of animals when looking at books and chatter and sing whilst playing. 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.

Children delight in watching the bird out of the window, noticing it has gone and they help to feed them in winter, learning how to care for creatures. All children take part in messy activities such as painting, gluing, sand and water, fostering their creativity. Older children make their own models and masks out of junk materials, demonstrating a flair for design. The childminder plans activities for individual children and makes regular observations. However, these are not entirely effectively analysed which reduces opportunities to securely plan for children's next steps in all areas of learning.

Children get out and about in the local community attending activity clubs 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 for older children, opportunities are taken to promote their knowledge about food origins and numeracy.

Children's good health is promoted well. They take part in regular physical exercise, walking to activities and develop large muscle tone as they swing and climb on equipment in the garden. 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.

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.	3

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?	3
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?	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?	2
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

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
---	-----

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