

Inspection report for early years provision

Unique reference number	255983
Inspection date	28/04/2009
Inspector	Georgina Emily Hobson Matthews
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 1991. She lives with an adult son, in a bungalow on the outskirts of Norwich, in Norfolk. The family has a cat as a pet. Access to the childminder's home is via a shallow step and children use all areas other than the bedrooms. An enclosed garden is available for outdoor play. Local amenities are within walking distance of the childminder's home and she walks to local schools to take and collect children.

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 Foundation Stage (EYFS). She is currently minding eight children in this age range. She also offers care to children over five to eight years. This provision is registered on the compulsory part of the Childcare Register. The childminder holds a Level 4 qualification in childcare; is a member of an approved network and is currently in receipt of funding for early education.

Overall effectiveness of the early years provision

The provision is good. The childminder creates a welcoming, stimulating and calm learning environment for children. She works closely with parents and observes and assesses each child skilfully in order to plan for their development. The childminder is committed to continuous improvement and updates most training in order to keep up-to-date. She has established a system for the evaluation of her provision and risk assesses and minimises most potential hazards to children.

What steps need to be taken to improve provision further?

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

- update understanding of safeguarding children issues
- take all reasonable steps to minimise hazards to children with particular reference to the side gate in the garden.

The leadership and management of the early years provision

Children's welfare, learning and development are promoted well. The childminder holds an appropriate childcare qualification and accesses ongoing training to update her knowledge and to improve outcomes for children. She organises her home extremely well in order to meet children's learning and developmental needs. Children feel secure and at ease in a welcoming environment and are therefore confident to explore and try new things. They have access to an extensive range of readily available play equipment. The childminder borrows further resources from a local toy library in order to ensure that children are offered a varied and stimulating range of choices. The childminder has a good understanding of how to protect children from harm or neglect as she has

attended relevant training in the past. However, she has not accessed recent training in order to ensure that she is up-to-date with Local Safeguarding Children Board guidance. The childminder has completed and regularly reviews a detailed risk assessment of her home and any outings. Most areas and all equipment are seen to be safe and appropriate for young children. However, although a garden gate is secured with a padlock, it is not high enough to prevent an intruder from entering the premises. The childminder has identified this within her risk assessment and supervises children at all times. However, she has not yet addressed this hazard successfully in order to ensure children's safety. The childminder has completed an evaluation of her provision and has invited parents and children to comment on her childcare. This provides her with a clear reflection of her service and with some priorities for further development.

Children develop a positive attitude to exercise and have many opportunities to explore a variety of physical movements in the garden, in local parks or at local children's groups. They learn to travel around and over and to balance and to climb. Children develop their large physical skills as they aim for a spot on the wall with balls. They learn to manipulate small tools during sand and water play. Children's health and well-being is promoted. The childminder maintains current paediatric first aid training and comprehensive records are maintained in order to provide children with appropriate care. She raises children's awareness of good hygiene and healthy eating through regular discussion and practical activities. Children learn to wash their hands after toileting and outdoor play and before eating. They are keen to post a sticker on a chart each time they eat a portion of nutritious food. The childminder provides children with freshly prepared, balanced, nutritious meals and snacks and they have access to fresh drinking water throughout the day both indoors and outdoors. Children learn about how to stay safe during regular fire drills and on outings. The childminder gently reminds children about safety within the home with clear explanations using simple words.

Parents are successfully involved in their child's learning and development and the childminder builds a valuable understanding of each child's individual needs. Parents have access to a comprehensive folder about the childminder's policies and practice at an initial visit. Children's ongoing progress is discussed with parents each day. They receive regular newsletters and additional information is displayed for their attention. Parents and children are invited to comment on the childminder's childcare provision and their satisfaction is reflected in their extremely positive feedback.

The quality and standards of the early years provision

The childminder has an excellent understanding of the EYFS and provides realistic challenges for children. She interacts well with them and skilfully involves herself in their activities. She asks open questions in order to develop children's thinking skills and poses simple problems which are appropriate to their age and stage of development. Children are offered lots of affection, praise and encouragement for their efforts and as a result they make good progress within their learning. The childminder uses information gathered from observation and assessment and follows children's interests to plan activities and to ensure that children achieve as

much as they can in relation to their starting points and capabilities. The childminder has systems to liaise with other providers delivering the EYFS for children attending other settings to ensure progression and continuity of learning. She has experience of caring for children with additional needs and with English as a second language.

Children's behaviour is excellent. They join in group activities eagerly and listen carefully to instructions, for example, as they plant sunflower seeds. They display good social skills, interact cheerfully with each other and show respect for others during their play. They clearly enjoy their time at the setting. The childminder is a good role model and is attentive to children's needs at all times. She listens carefully to their news and ideas and offers children lots of affection and praise. As a result, children are happy and confident to explore activities. Children learn that print carries meaning in a print-rich environment and snuggle up with the childminder to listen to stories and to look at books together. They have lots of opportunities for mark-making and to practice their emergent writing. Some children recognise and write their names. They recognise numbers around the room and during board games. Children learn to count rows of beads and put numbers in order on a magnetic number board. They weigh ingredients and check the numbers on scales with the childminder's assistance. Children talk about which snail is bigger and which is smaller.

Children grow plants such as sunflowers and cress. They collect and observe snails for a period of time and identify the snail's features and the differences between each one. Children learn to use different forms of everyday technology, for example they operate simple computer programmes and use a tape recorder. They have regular opportunities to bake. Children learn about the local community on walks and on outings to toddler groups and to the library. They have access to a wide range of creative resources and explore different materials such as sand and 'gloop'. Children enjoy music sessions at a local group where they make sounds on a variety of large instruments, play rhythms and sing songs and rhymes.

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?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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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