

Inspection report for early years provision

Unique reference number	EY385647
Inspection date	23/06/2009
Inspector	Lindsey Ann Cullum
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 2008. She lives with her husband and two children aged five and two years in a house within walking distance of the local town of Reepham, Norfolk. The whole of the downstairs of the childminder's home is registered for use by minded children. The childminder's home is accessed by a step. There is an enclosed garden for outside play. Local amenities are within walking distance of the home. The family have two dogs which are kept away from the minded children in a separate area of the garden. They also have a rabbit, two cats and keep chickens.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom, no more than two may be in the early years age range. She is currently minding three children within this age group plus one older child. Overnight care is not provided. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from a calm, welcoming and homely environment where they are making sound progress in their learning and development. The childminder obtains information from parents about children's individual needs and preferences so that she can care for them effectively. She is developing systems to observe and assess their learning. The childminder has established good partnerships with parents and links with local childcare provisions so she can provide continuity of care for the children. She has a positive attitude to improvement and is beginning to evaluate her provision to identify areas for development.

What steps need to be taken to improve provision further?

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

- develop further observation and assessment to clearly identify next steps for children's progress so that activities are planned to meet individual children's learning needs.
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- develop self-evaluation and the use of reflective practice to further improve the quality of the provision for children.

The leadership and management of the early years provision

Children's welfare, learning and development are promoted well. The childminder organises her home effectively in order to accommodate children's play and

children have access to a wide range of age-appropriate resources. They are able to make choices and play at their own pace. The childminder clearly knows the children's differing stages of development and is responsive to their interests and individual needs. The childminder has completed the required training in order to extend her knowledge of childcare practices. She has begun to focus on her practice to identify her strengths but is not yet using self-evaluation to identify all improvements that will further enhance the quality of the provision for children. The childminder has developed a set of informative policies to ensure children's needs are met. Parents are provided with copies of these so they are fully informed of the childminder's care practices as their children start attending. A noticeboard in the kitchen displays the childminder's registration and training certificates alongside other relevant information for parents. The childminder works closely with parents and provides opportunities each day to discuss children's routines, activities and ongoing progress. She has begun to record her observations of children's learning, however, she has not as yet developed a system to identify and plan for the next steps in each child's developmental progress. The childminder works closely with another local childminder to ensure that children are offered a broad and stimulating range of activities throughout the week. She has developed useful links with other providers delivering the Early Years Foundation Stage (EYFS) and health professionals in order to ensure individual children's care, learning and developmental needs are met.

Children's safety is promoted well. The environment is safe and secure. The childminder has carried out a risk assessment of the home and for each type of outing, identifying how risks have been minimised. Children frequently go on outings and the childminder has clear strategies in place to keep them safe. All the required safety equipment is in place and resources checked regularly for safety and cleanliness. The childminder has an emergency evacuation procedure in place which is displayed in the kitchen, however, she has not as yet practiced this in order to note any problems encountered. Children are protected as the childminder understands her role in safeguarding children. Children are cared for by safe and suitable adults and are appropriately supervised at all times.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. She knows them well and can cater for their individual needs. Children make good progress in their learning because the childminder plans and provides a wide and varied range of activities and resources. She supports children well, adapting activities so all children can take an active part. A dedicated playroom is available and resources are arranged so that children can freely select items they wish to play with encouraging independent learning. Children's self-esteem is fostered as they receive lots of praise and encouragement. The childminder encourages children's emerging language skills as she speaks clearly and repeats key words. Children are given time to practice new skills or persist with a chosen activity. Children's enjoyment of books is fostered as the children select appropriate books and look through these whilst sitting on the childminder's lap. The childminder plans some activities with children's interests in mind. For example, the current theme around dinosaurs includes a trip to the Dinosaur Park, dinosaur-related creative activities and stories.

Opportunities to learn about numbers, colour and problem solve are incorporated in to the daily routine. Children delight in exploring different textures as they play with sand, water, cornflour mix or dough. They are learning how to care for animals as they feed the rabbit or collect eggs from the chickens which they can eat at lunchtime. The childminder makes good use of her large garden where children have space to move freely. They demonstrate their co-ordination skills as they ride wheeled toys or play games with bats and balls. Children can create small dens or hiding places in the shrubbery. Physical play resources enable children to crawl through the tunnel, practice climbing and enjoy the thrill of descending the slide. Outings provide additional learning opportunities. The childminder works closely with another childminder and regular times spent together enables the children to socialise and build relationships with their peers. The childminder is beginning to make observations of children's learning and record these in 'scrapbooks' along with photographs and examples of children's artwork.

Children's health is well promoted. Snacks of fruit are offered daily ensuring children receive their 'Five a day'. They enjoy a varied range of freshly prepared, nutritious meals which promote healthy eating principles. Drinking water is accessible at all times particularly in hot weather so children remain hydrated. The childminder is mindful of the sun, applies suncream as appropriate and provides sunhats for the children. She encourages children to adopt good hygiene practices, reminding them to wash their hands after using the toilet. Children have regular exercise as they walk to and from pre-school, the shops or on outings each day. The garden is well used for a range of activities. Children are kept safe as the premises are safe and secure. They learn about safety as the childminder offers clear explanations, for example, why they are not to climb indoors. Children are learning about sharing toys and being kind to each other, which is helping them develop their understanding of respecting others and developing positive relationships. They regularly take part in activities within the community, for example, attending the toddler group or accompanying the childminder to school or pre-school events. As a consequence, children are developing useful skills for the future.

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?	3
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?	2
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?	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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