

## Inspection report for early years provision

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<b>Unique reference number</b>	256551
<b>Inspection date</b>	17/09/2009
<b>Inspector</b>	Lesley Gadd
<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 1999. She lives with her husband in Martham, near Great Yarmouth, in Norfolk. Most of the childminder's home is used for childminding with the exception of two bedrooms upstairs. Access is via a step to the front door and there is an enclosed garden for outdoor play. The family has two small 'Westland' dogs 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 three children in this age group. She also offers care for 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 and holds a National Vocational Qualification in Early Years Childcare Level 3.

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

Overall the quality of the provision is good.

Children's safety and welfare is given good consideration overall by the childminder. Individuals receive sensitive care adapted to meet their specific needs and their development is well promoted. As a result, children make good progress in all areas of their learning and development. Strong 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 and highlight children's achievements.

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

Children's safety is a clear priority for the childminder. The childminder always supervises children to make sure they do not have inappropriate contact with people who have not been vetted and child protection training is regularly updated. A very clear understanding of the action to take if the childminder has any concerns about children's safety or welfare ensures they are appropriately protected. Parents' have been clearly informed about the childminder's

safeguarding responsibilities. 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, cupboards containing hazardous substances are locked away and younger children cannot climb up the stairs as a gate prevents access, which is an improvement made to secure children's safety since the last inspection.

A child-centred living room and conservatory 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 as they demonstrate their growing abilities to self-select toys and the childminder monitors what is chosen to make sure it is appropriate and safe for their stage of development. The childminder keeps her skills up to date through regular training on matters such as food hygiene and safeguarding to ensure children's needs continue to be met.

Parents and children have regular opportunities to comment on the childminder's service to help her maintain and further improve the service on offer. Parents' are positive about the quality of the service they receive as seen in the childminders' thank you notes for her, 'kind and caring' nature and special notes from children indicate that they have had a good time with the childminder. The availability of written policies and 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 assessment records. The childminder works well with parents and other settings the children attend to ensure that they receive continuity of care and education across the provisions they attend. A strong commitment to an inclusive service ensures that groups of children are not disadvantaged and activities are adapted so that children at different stages of development can join in.

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

Children's welfare, learning and development are promoted successfully. Walking to and from school, the availability of fresh fruit for snacks, regular drinking water and a range of activities helps them learn the benefits of routine exercise and healthy living. Babies enjoy food prepared by their parents which is stored separately and they are starting to feed themselves independently. Visits to the park and outings where there is adventure play equipment help children extend their physical skills and enjoy appropriate challenges. When children are tired they sleep comfortably in a travel cot within hearing distance of the childminder until refreshed and ready to return to play.

All children make 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 and identify where children can be encouraged to take their next steps. However, systems to

recognise children's achievements are not entirely secure.

Younger children chatter freely using their fledgling language skills and the childminder actively encourages children to develop their communication abilities through talking, singing and discussions when looking at books together. Children climb onto the childminder's lap for a cuddle when needed and the childminder has established warm relationships to ensure children are secure in her care. Routine activities are used effectively to extend learning. For example, children practise road safety on walks and they take part in fire drills to learn about how to be safe in an emergency. Activity programmable toys for babies help them to start to make connections about how things work and older children use technology confidently to find out information for projects from school. Height charts provide opportunities for children to develop their knowledge about size and early maths skills. They are keen to measure their height regularly on a chart where their individual photographs provide the stimulus for a discussion on sizes from the smallest dog to the tallest, eldest child. Messy activities such as painting, dough and water play help to develop children's creative senses and home play equipment is used by younger children to demonstrate their imaginative skills as they play with the dolls pretending to put them to bed. Children are kind towards friends as they are occupied and motivated and the childminder praises children frequently to promote their self-esteem and encourage positive behaviour. Children learn to value and respect people through many spontaneous 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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

### 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	2
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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