

Inspection report for early years provision

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| Unique reference number | 256711 |
| Inspection date | 21/09/2009 |
| Inspector | Gill Thornton |
| Type of setting | 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 1998. She lives with her husband and children aged 17, 16, and 14 years in a residential suburb of Norwich, close to shops, parks and the local school. The whole of the ground floor of property is used for childminding. There is a fully enclosed garden for outdoor play.

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 one child in this age group. She also offers care to children aged over five years to 14 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and attends local children's groups on a regular basis. The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's individuality is recognised and nurtured by the childminder who has a good knowledge of their background's, family circumstances, interests and capabilities. This leads to effective continuity of care and learning enabling all children to generally make good progress in their learning and development. Children are safe and secure and enjoy learning about their local area and the world around them. The childminder demonstrates a strong commitment to continuous improvement and identifies clear priorities for development to further improve her practice.

What steps need to be taken to improve provision further?

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

- extend systems of observation and assessment to provide further opportunities to monitor children's progress towards the early learning goals
- extend opportunities for children to develop their understanding of the importance of good personal hygiene.

The effectiveness of leadership and management of the early years provision

Children's care and learning are generally well promoted because the childminder has an in depth knowledge and understanding of the Early Years Foundation Stage as a result children make good progress in relation to their starting points and capabilities. She has a good understanding of her legal duties and responsibilities regarding child protection issues and she keeps up to date with current procedures through regularly updating her safeguarding children training. Successful

partnerships with parents and the sharing of relevant information promotes children's safety and welfare. The childminder ensures children are safe and secure within her home, garden and the local community, carrying out necessary risk assessments to ensure their safety at all times.

The childminder strives to provide a service that is inclusive for all children and their families and ensures that their beliefs and values are respected and included within her setting. As a result children learn about, and understand, the society in which they live as well as the wider world. The childminder values the role of parents and ensures they have opportunities to share what they know about their child and become involved in their learning. She is careful to follow parents' wishes and expectations and asks new parents if they would like her teach their child baby signing, sharing books and ideas with them on what signs they think would be most useful. Children's welfare and learning are supported by the childminder's operational policies and procedures which guide her practice. These are shared with parents to help them understand the care provided, thus establishing secure working relationships. The childminder understands the need to establish links with other early years settings and she works closely with the local school to support children's transitions.

The childminder is motivated to improve her practice through attending ongoing training and seeking the views of parents. She recognises her own strengths and accurately priorities areas for improvement to ensure consistently good outcomes for children. She plans effectively for their individual interests and capabilities to provide further challenge and enjoyment. She maintains a photographic record of individual children's progress in large scrap books and she has identified the need to review her system of observation and assessment to provide further opportunities to monitor children's progress towards the early learning goals. The childminder manages her time effectively and makes good use of space and resources to support children's learning. She generally makes good use of routines and incidental opportunities to support children's learning, however, she does not always reinforce good hand washing routines such as before snack time.

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

Children are happy and well-settled in the childminder's well-organised home where they can move around in freedom and comfort while exploring toys that interest and motivate them. The childminder promotes children's understanding of having a healthy lifestyle by ensuring they enjoy plenty of fresh air and have many opportunities for physical play. However, hand washing facilities and routines do not fully promote children's understanding of the importance of good personal hygiene. Children benefit from the well laid out garden where they enjoy a wide range of activities to support their learning and development. For example, planting bulbs and growing tending their own salad vegetables or exploring and investigating different media and materials, such as shaving foam or sand and water play.

The childminder interacts with children well during their play, asking open-ended

questions to help children make connections in their learning. For example, building on their interest in the noises animals make by putting small world animals in the sand pit. The childminder encourages children to develop problem solving skills and work out solutions for themselves, such as how to fix the train track together. Children have many opportunities to develop a love of books and confidently choose their favourites to share with the childminder. They are safe and secure in the welcoming environment and form close and caring relationships with the childminder. Their confidence and self-esteem are increasing well as they respond to the childminder's good use of praise and encouragement. Children are developing their understanding of safe practices and how to keep themselves safe. They are learning to manage age-appropriate tasks such as trying to do up their own coat and the childminder uses everyday routines to promote their understanding of one to one correspondence such as while putting on their shoes.

Children enjoy a range of creative activities and the childminder encourages them to explore and experiment with their own ideas. She provides them with a balanced range of child-initiated and adult-led activities to promote their learning and development. She makes the most of children's groups at the local children's centre and library to provide children with good opportunities to widen children's experiences and develop their social skills. Their early language skills are developing well and the childminder sensitively responds to their requests and interests so they know their views matter, thus developing their sense of self-worth. The childminder uses good strategies to help children consider the views of others and praises children for being polite and helpful to promote their understanding of good behaviour.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 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

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 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 | 3 |
| 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- devise and implement a written statement of the procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints, also applies to the voluntary part of the Childcare Register) 21/10/2009
- devise and implement a written statement of the procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children, also applies to the voluntary part of the Childcare Register) 21/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare register (Procedures for dealing with complaints) 21/10/2009
- take action as specified in the compulsory part of the Childcare register (Arrangements for safeguarding children) 21/10/2009