

Inspection report for early years provision

Unique reference number	256732
Inspection date	22/07/2009
Inspector	Melanie Calway
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 1990. She lives with her husband and one adult son, who resides there for part of the year, on the outskirts of Norwich, in Norfolk. All areas of the childminder's house are used for childminding and there is a fully enclosed garden for outside 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. An exception to this has been granted allowing her to care for four children in the early years age range for a specific time. She is currently minding five children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends a regular toddler group. She also takes children on outings to the library and the park. She holds an appropriate early years qualification and has recently completed a foundation degree in early years. She is a member of an approved childminding network and is currently in receipt of funding for early education for three and four-year-olds. The childminder is a member of the National Childminding Association and is a volunteer board member of the council of management of 'Childminding Matters', the Norfolk Childminding Association. She has completed the quality assurance scheme 'Children Come First'.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are well met as the childminder makes sensitive observations of their play and development and uses these to extend their learning and to provide them with activities which will interest and motivate them. The childminder provides an inclusive service and works with parents so that all children can be fully included. She uses training opportunities to enhance her understanding of child development and reflects on her practice, using her involvement with her local childminding network to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute to the learning records, sharing their knowledge of their children's achievements and starting points, to more fully involve them in the assessment process and develop partnerships with other providers of the Early Years Foundation Stage (EYFS)
- improve the record of risk assessment to include any assessments made for each type of outing.

The leadership and management of the early years provision

Children's welfare, care and safety are promoted well. The childminder has produced a clear set of policies and procedures outlining most of the important aspects of her service. Copies of these are given to parents, when they start, so they are kept well informed. The childminder has a commitment to continuously improve her service. She has recently completed a degree in early years and implements the knowledge gained from her training for the benefit of the children. She uses visits from her local network co-ordinator to reflect on her practice and identify areas for improvement. The childminder uses daily diaries, which provide a good daily exchange of information with parents about their children's care. Attractive records of children's learning and development are kept and shared with parents on a regular basis and parents have opportunities to discuss their children's progress. However, parents are not yet fully involved in the assessment process by regularly contributing to the learning records their own knowledge of children's achievements and starting points. Information about children's care is shared with other providers as necessary, when children attend more than one setting, but systems are not yet in place to share information about children's learning.

Children are cared for in a safe and secure environment. The childminder has good security measures in place and supervises the children closely at all times, for example, a close circuit monitor is used to enable her to check on the play room when children are using this on their own. The childminder conducts a thorough annual risk assessment and checks her environment on a daily basis, using laminated checklists to remind her of everything she needs to cover. Children are given good explanations throughout the daily routine so that they understand how to play safely and play situations are used to enhance children's understanding, for example, there is a picture of traffic lights and a no-parking zone marked out on the paving, near the back door. All the necessary fire prevention equipment is in place and regular drills are carried out and the issues discussed with children so they know how to evacuate safely in the event of a fire. Children are kept safe on outings and learn about road safety as they walk to school. The childminder conducts risk assessment before each type of outing and keeps a written record of her risk assessment for some outings. Children are effectively safeguarded from the risk of abuse or neglect as the childminder has a good understanding of safeguarding procedures and understands her responsibility to refer any concerns she may have about children's welfare. She has recently completed safeguarding training and has all the necessary information to enable her to take the appropriate action.

The quality and standards of the early years provision

Children make good progress in their learning and development. The childminder knows the children in her care very well and uses sensitive observations of their play to plan for their next steps, for example, children just beginning to walk are given opportunities to develop confidence and co-ordination as they move around. She plans activities, loosely around a theme, for example 'holidays', which arises

from children's current interests and adapts this to the needs of individual children so that children beginning to write will be able to make passports and write their names in them. Children's views and preoccupations are followed up and activities planned accordingly. When children ask where apples come from the childminder takes them to a garden centre to see apple trees, look for apple trees in the local environment and visit a supermarket to see them being sold. Children are involved in the setting and their views are sought. They are able to make choices in their play. The play room is organised with resources stored in labelled drawers so that children can select items easily for themselves. They choose whether to play inside or out and make good use of the outside area, where they negotiate pathways using ride-on toys or play with balls, rolling them along the ground to develop co-ordination. Child-sized furniture is available outside if they want to sit down for drawing or writing activities.

Children communicate confidently with the childminder telling her about their experiences and younger children are able to express themselves and make their feelings known. Children have opportunities to write and draw and persist well, concentrating for some time. The childminder observes children's abilities with regard to mark-making so that she can provide appropriate opportunities, geared to their stage of development. Chalk boards and chunky chinks outside enable younger children to join in at their own level. Children have opportunities to problem-solve as they do jigsaw puzzles. The childminder counts the pieces with them and also encourages them to perform simple calculations as she gets cups out for snack time, saying 'we've got three, how many more do we need?'. Children express themselves using different media and use their imaginations as they play going to the shops. They develop co-ordination and control as they play games outside. Personal and social skills are promoted particularly well. Children of different ages and abilities play very well together. The presence of older children provides younger children with role models as they are very well behaved. Good manners are encouraged and children say 'please' and 'thank you', without prompting. They learn to respect each other as they learn to share, take turns and help each other. Children develop independence skills as they learn to do things for themselves and make choices. They learn about the world around them through trips, for example, into Norwich to see the elephant statues and other planned topics.

Children's health is promoted well. They have plenty of opportunities for outside play and walk to school every day during term times. The childminder also takes them on regular outings to the park. The home is kept very clean and the childminder checks and cleans areas such as the downstairs bathroom at the end of every day. Children learn about good hygiene and know that they must wash their hands before eating and after using the toilet or playing outside. Individual towels are provided to minimise the risk of cross-infection. The notice board is used to provide guidance for parents, for example, a leaflet on swine flu is displayed, along with a leaflet on how to provide for fussy eaters and tips for healthy lunch boxes. The childminder provides a healthy snack of fresh fruit for children and parents provide packed lunches which offer a balanced diet. The childminder chats to children as they eat their lunches and discusses which foods are healthy to encourage children to learn about a healthy lifestyle. She encourages children to eat their sandwiches first. Children learn how to keep

themselves safe through regular explanation which is geared to their level of understanding. Children are well occupied and motivated and so behave well. Their views are valued and they are given praise and reassurance to boost their confidence and self-esteem. They are learning useful skills for the future as they learn to play and interact with each other, develop confidence and progress in their learning and development.

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?	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

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:

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:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard children from abuse or neglect (Arrangements for Safeguarding children). 26/08/2009

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 above (Arrangements for Safeguarding Children) 26/08/2009