

Inspection report for early years provision

Unique reference number	259473
Inspection date	26/01/2010
Inspector	Lindsey Ann Cullum
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.

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Description of the childminding

The childminder was registered in 2001. She lives with her three year old son in Hingham, Norfolk. All areas of the property, with the exception of the main bedroom, are registered for use by minded children. Access to the premises is via a small step. There is an enclosed garden for outdoor play however the childminder is not currently using this area due to building work. Local amenities are within walking distance of the home. The family have two cats. The childminder holds an appropriate childcare qualification.

The childminder is registered to care for a maximum of five children at any one time, of these not more than two may be in the early years age range. She is minding four children in this age group, who attend on a part-time basis. The childminder also offers care for children aged over five years. Overnight care may be provided for up to three children under the age of eight years. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in the childminder's care. They enjoy participating in a wide range of activities and outings and make good progress in their development and learning. The childminder forms valuable partnerships with parents and other providers of the Early Years Foundation Stage (EYFS) ensuring that children experience continuity and consistency in their care. Children feel valued and included because the childminder ensures their routines are respected and their specific interests are incorporated into the planned activities. The childminder demonstrates a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the risk assessments for outings further to take account of the nature and venue of each outing
- develop self-evaluation and the use of reflective practice to clearly identify specific areas of development to further promote the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

The childminder is very clear about her role in protecting children. She has a secure understanding of safeguarding issues, which ensures children's welfare is promoted should she have a concern about them. The childminder supervises

children at all times and implements appropriate safety measures to minimise potential hazards around her home. Risk assessments are in place to conduct most outings safely, however they do not focus on specific outings. As a result, hazards may go unidentified and children's safety cannot always be assured. Resources are clean, safe and well organised to promote children's free choice and independence.

The childminder has devised a wide range of written policies and procedures to support her good practice. She shares these with parents which helps to keep them fully informed about the care and learning she provides for their children. Good partnerships are formed with parents and other practitioners working with children. The childminder gathers valuable information from parents about each child prior to the commencement of care in order to meet individual children's needs effectively. Children's ongoing progress is shared informally with parents at the beginning and end of each day and they are able to view their children's assessment records and forthcoming activity plans, ensuring they are fully involved in their child's learning.

The childminder organises her home well to provide children with free access to a stimulating range of resources which promote their learning. Children are encouraged to make choices in their play, explore and become independent. The childminder provides an inclusive service and recognises the individuality of all children, contributing to the welfare and self-esteem.

The childminder holds a relevant childcare qualification and has attended additional training to update her knowledge. She has started to use self-evaluation systems to reflect on her practice. Strengths and areas for development have been identified and the childminder recognises the importance of ongoing evaluation to further enhance the quality of the provision she provides for children.

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

Children make good progress in all areas of their development. They are able to play in a welcoming, child-centred environment where they feel safe and secure. The childminder knows individual children very well and uses this knowledge to successfully support their individual needs and next steps for learning during activities. She demonstrates a good working knowledge of the EYFS and how to promote children's learning and development. The childminder observes children progress during their play and recognises their particular interests. She uses her observations to plan forthcoming topics and activities. As a result, children are interested and actively engage in activities. They take great pride in their achievements and are frequently given praise by the childminder promoting their confidence and self-esteem.

Children are extremely confident and at home in the childminder's care, turning to her for support and a cuddle. Older children express their ideas, likes and dislikes and engage in conversations with the childminder, promoting their communication and language skills. Children enjoy books and select favourites from a selection of inviting story or reference books. Younger children sit on the childminder's lap and

look through picture books or explore different textures in cloth books. Resources designed to capture children's imaginations are provided, for example, pieces of material with different designs. Children enthusiastically choose from these to create a cave for their dinosaur play. They adapt boxes to make the cave and seek additional resources to add to their game. The childminder uses these opportunities to enhance children's learning by talking about the environment dinosaurs may have lived in and introducing new concepts such as volcanoes. Children are becoming aware of size and are able to compare large and small. They regularly use numbers in their play and enjoy number rhymes or counting games. Children are beginning to develop an understanding of the wider world and the childminder has a range of resources that are representative of diversity. Young children have safe space to practise crawling or are supported by the childminder whilst standing. Children's coordination skills are developed as they use small tools, pencils and crayons or fit construction resources together. They create their own shakers and explore the different sounds made as these are filled with a variety of natural materials.

Children are developing useful skills for the future. From an early age they are learning to share and be considerate of others because the childminder gently explains the consequences of their actions. Children are beginning to learn right from wrong and are aware of the clear boundaries set by the childminder. They are encouraged to follow good hygiene routines, such as hand washing before meals. Drinks are freely available and children learn to help themselves when they feel thirsty, contributing to their well-being. Snacks and meals are sociable times and the childminder provides nutritious choices. Children are learning about healthy lifestyles as they discuss healthy foods with the childminder during meals. They regularly walk to or from pre-school and visit the local park, developing a positive attitude to exercise. Children have good opportunities to learn about keeping themselves safe through simple reminders about sitting safely on a chair and learning about road safety whilst out with the childminder. Older children understand that if they help put away resources this will keep them in good condition 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

The overall effectiveness of the early years provision

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

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	3
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

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	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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