

Inspection report for early years provision

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Inspection date	08/12/2009
Inspector	Sandra Hornsby
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 has been registered since 1991 and lives with her husband and two children, aged 12 and 13 years, in a village near to the town of King's Lynn. The whole of the ground floor and an upstairs bathroom of the house are used for childminding and there is a fully enclosed garden for outside play. She takes children out on walks and outings to childminding groups.

The childminder is registered to work with an assistant. Alone, the childminder is registered to care for a maximum of six children at any one time, no more than three may be in the early years age range. She is currently minding three children in this age group. Two children attend on a part-time basis. She also offers care to children aged over five years to 11 years the childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare register.

The childminder has one cat, which lives upstairs when childminding takes place. She is a member of the National Childminding Association. She is also an accredited member of the West Norfolk Childminding Cluster and currently provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the warm and caring environment in which they play and learn. The childminder is very receptive to the children's needs and focuses her attention on making sure each child is well cared for and their individuality valued. Each child is supported in accordance to their learning needs, they enjoy their play and make good progress. There are effective arrangements to safeguard children. Organisation and safety is maintained to a good standard to keep children safe and feeling secure. Partnerships are satisfactory because not all information is used and exchanged fully to support children's achievements and well-being. The childminder realistically identifies her strengths and minor weakness and is taking action to develop her provision.

What steps need to be taken to improve provision further?

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

- ensure partnerships with parents and other Early Years Foundation Stage providers is supported to secure continuity of experience and care for the children between settings.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a commitment to promoting the children's safety and well-being and arrangements for safeguarding children are fully in place. The childminder keeps her knowledge up-to-date by attending training on a regular basis, and this includes first aid, food safety and safeguarding children. The environment and resources are safe. Regular risk assessments ensure any hazards are quickly identified and removed. Children are taught to be aware of their own safety as they talk about strangers, practice road safety and participate in fire drills.

The childminder communicates with parents and shares children's files and scrapbooks. This offers parents adequate information about how their children are progressing. They are welcomed into the setting and they have a positive warm relationship which helps children feel safe and secure. Policies and procedures are shared, including safeguarding and complaint procedures. The parents complete contracts and permission forms which mean they are aware of the childminder's duties and responsibilities. The childminder is just devising a system to enable her to work closely and have a good link with other providers of the Early Years Foundation Stage. Children's individuality is recognised and valued by the childminder and she demonstrates a good understanding about children's abilities and individual learning needs, consequently, children are well supported and make good progress. They have lots of opportunities to explore diversity and get to understand about the community and society in which they live. The childminder has systems in place to enable her to identify children with additional needs and understands the importance of sharing information to ensure children get the support they may need.

Resources are good quality and fit for purpose. They are well organised and used effectively in achieving the planned goals for children's next steps in learning and development. The environment is warm and welcoming and children achieve well as a result of the good quality setting. The childminder keeps her knowledge current by attending regular training and sharing ideas with other childminding groups. She is taking appropriate steps to ensure resources and environment are sustainable. The childminder has addressed the recommendations made at the last inspection and improved the outcomes for children's learning and development. She continues to monitor and evaluate her setting, the well-being and learning of children through her observations and records. She is very aware of her strengths and weaknesses and identifies what benefits her improvements will make to the families.

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage learning and development and welfare requirements. She uses good teaching styles and is identifying and monitoring children's learning priorities by

referring to the 'Development Matters' in the Practice Guidance for the Early Years Foundation Stage.

The childminder plans a good range of activities that cover the six areas of learning well. She organises adult-led and child-initiated activities around the children's interests and provides opportunities for children to extend their existing knowledge. The childminder has good quality information about the stage children are at because she uses accurate observations and assessments that identify their learning priorities. Children make good progress in all areas of their learning.

Children make their own choices about what they do and choose from a wide selection of resources, stored safely in cupboards and draws that are easily accessible. This promotes children's independence and self-esteem as they choose what they wish to play with. A well equipped interesting and welcoming environment successfully reflects most children's backgrounds and the wider community. Children's pictures, art work and photographs are displayed around the setting so they can share them with their parents, and develop a sense of belonging. Children explore resources and equipment enthusiastically and are engrossed in the activity offered. Children respond to 'open-ended' questions with long complicated sentences and descriptive words when talking about their game. They use their imagination and pretend they are monsters or talk about the soap looking like a volcano. Language is very well supported and valued by the childminder and further supported by a wide range of quality books and labels around the room. Children use simple mathematics and problem solving in their everyday activities. They talk about containers being full or half full, children describe their pictures of circles or straight lines and younger children explore spatial awareness when they design a car park and decide if cars will fit in the spaces. Simple counting and calculation activities are encouraged through songs and rhyme. Children are exploring their local community and are learning about the wider world. They attend groups and see the fields and farm workers on the land as they walk around the village. Children see lots of positive images that help them appreciate and value people who are different. Children explore their senses as they smell and handle spray soap. They have lots of opportunities to explore their creativity through art and craft, music and role play. Children have a good quality learning experience enhanced by the childminders' good knowledge about child development and how to extend and help children to learn and develop further.

Children's welfare is met to a good standard. They share resources and behave well with care and consideration to their peers. Occasionally they bring in treats for the other children and welcome each other warmly after having time apart. Children are encouraged to wash their hands and use the toilet independently. They are beginning to understand about their own personal hygiene and why this is important. The children bring lunch from home, but have fruits and healthy snacks provided by the childminder. Children access water and drinks independently. Children have regular outings and fresh air as they play in the parks and walk to and from their groups. This helps them develop a healthy lifestyle and fitness. The childminder has all the required and necessary information about children's medical, health and dietary requirements to make sure

their welfare is protected. Children have a lovely time and enjoy the warm and calm relationship they share with the childminder.

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	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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