

Inspection report for early years provision

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Inspection date	04/11/2009
Inspector	Lesley Gadd
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 1996. She lives with her husband and two children aged nine and fourteen years in the town of Wymondham, in Norfolk. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden area for outside play. The family have two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, not more than three may be in the early years age group. She is currently minding three children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes children on regular outings and makes use of a nearby park.

The childminder is a member of the National Childminding Association and regularly meets with other local childminders.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and their health and safety are given exceptional consideration. Children are making good progress in their learning and planning systems for activities are beginning to be developed. The childminder has established excellent partnerships with parents and other settings the children attend to ensure they as individuals are well-supported in reaching their full potential. The childminder regularly reviews her service to ensure ongoing improvements and children's individual needs are respected and catered for well in this caring environment.

What steps need to be taken to improve provision further?

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

- analyse further observations made about children's development to help plan in more detail for children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Children's safety is given excellent consideration. The childminder is vigilant in her approach to supervising the children whilst they play and detailed risk assessments actively support the childminder in ensuring that the home, garden and any outings undertaken are safe. Children's skills in taking care of their own health and safety are positively encouraged by the childminder as part of her strategy for promoting future independence. They all help to practice fire drills, recognising the need to remain calm and exit the home quickly in an emergency situation and they are fully aware of how to cross the road safely with the childminder. Children are

very well safeguarded. Household members are vetted, children are only allowed to go home with parents or those that parents have given written authority to collect and older children are beginning to be taught about stranger danger. The childminder has robust child protection policies which are shared with parents so they are clear about her responsibilities to ensure children are safe. Procedures held clearly demonstrate that children's welfare would be safeguarded if the childminder had concerns that children were being ill-treated.

Resources are well-organised, clean and accessible to the children, promoting their independence as they self-select toys for play. The childminder keeps her skills up to date by attending training in matters such as, first aid and how children learn and play. Recommendations from the last inspection have been addressed and self review systems are established with children and parents, who are surveyed to obtain their views of the service they use. This helps the childminder to make ongoing improvements to the care and learning that the children receive. The childminder has a positive approach to inclusion and children of all ages, abilities and gender take part in the full range of activities. The childminder knows the children well and would quickly be able to pick up if any needed additional support and then help the parents to access appropriate services to ensure any child was not disadvantaged by any special need and/or disability.

The childminder has established excellent partnerships with parents and strong working relationships with other facilities the children attend to ensure continuity of care and learning. Parents' views about their children's needs are actively sought to ensure any requirements for care are positively implemented. A 'chat' and handover discussion at the beginning and end of the day helps to ensure that parents and other facilities that the children attend are fully informed about the children's day. Regular discussion and looking at children's learning scrapbooks, which give details about what activities the children enjoy, helps to secure a shared approach to supporting children's learning with parents. The childminder works closely with the local nursery and school by helping children to continue with homework such as, learning 'phonic' sounds. This supports children in quickly grasping early reading skills. Parents are provided with a range of information about the setting which is up-to-date and they and the children speak very positively about the childminder. Positive comments include the fact that the childminder offers a 'warm' and 'friendly home' environment and that children enjoy lots of 'creative opportunities' for play.

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

Children's welfare, learning and development are promoted successfully as the childminder has a positive understanding about the early years foundation stage. A well organised play environment supports children in initiating their own play and learning. Children who have returned from nursery and school enthusiastically search through the boxes finding their favourite 'spider-man' figures for imaginative play. They engage in a long discussion with the childminder about how spider-man moves, what bits of the skeleton help him to be bendy and the different colour clothing he wears. The children then decide to find pictures of

'Spider-man' and colour them. These activities demonstrate that the children are developing their critical thinking well, which is effectively supported by open questioning from the childminder, and that children's creativity is being positively fostered. The childminder knows the children well and has started to make written observations of the children at play, linking these to the early learning goals to see where their skills are developing well or where further support may be needed. Activities are planned for children informally however, observations are not analysed entirely effectively to plan robustly for children's next steps in learning as individuals.

The childminder is caring, affectionate and responsive to children's individual care needs and they are reassured by a cuddle when needed, promoting their sense of security. Children communicate well as they talk about fireworks, the different colours and the fun of rockets 'whizzing round the sky'. Informal opportunities are provided for children to develop their basic skills. They count the number of cars on the way to nursery, developing their number skills and make use of the computer which helps to foster their confidence in the use of technology. Children's health is exceptionally well promoted. They are positively encouraged to lead a healthy lifestyle as they walk substantial distances to and from school, visiting the park for an opportunity to stretch their large muscles on the activity equipment on the return journey. They enjoy a diet of snack meals at lunchtimes and at regular intervals throughout the day, which is rich in fresh nutritious fruit and savoury products. Children drink copious amounts of water to refresh their bodies after physical exercise. Children know what foods are good for the body to help it grow, they learn about food origins as they plant their own pumpkins for Halloween and they are aware of why they need to wash hands after visiting the toilet to stop germs making them sick.

Children are sociable and well behaved. The childminder is a good role model as she is polite and courteous towards all children and they have a clear idea about what is acceptable behaviour to promote a harmonious atmosphere. Children have opportunities to discuss difference and develop their understanding about others. They play with a positive range of toys in the environment that show all members of society and celebrate different festivals throughout the year.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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