

Inspection report for early years provision

Unique reference number	256415
Inspection date	18/11/2009
Inspector	Gill Thornton
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1993. She lives with her husband, adult daughter and her daughter's friend in Norwich, close to shops, parks and local schools. The whole of the property, with the exception of three bedrooms on the top floor of the house, is used for childminding. Each room of the house is located on a different floor. The childminder mainly uses her lounge, which is situated on the second level, for childminding. A wide secure patio, accessed from the third level, provides an area for outdoor play. The childminder always works with an assistant.

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. When working with an assistant she may care for six children in the early years age range. She is currently minding six children in this age group. She also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and nurseries and regularly attends local children's groups. The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has an in-depth knowledge of their family backgrounds, individual needs, interests and abilities. Partnerships with parents are a key strength and contribute significantly to effective continuity of care and learning enabling all children to 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 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:

- enhance systems of monitoring children's progress towards the early goals and use to further opportunities to promote progression and continuity with other providers.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her legal responsibilities regarding child protection issues and she keeps up to date with current procedures through regularly attending safeguarding children training. Successful partnerships with parents and the sharing of relevant information helps safeguard children's welfare. The childminder takes effective steps to minimise potential risk to children and she carries out and records comprehensive 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 cultures are reflected in, and included within her practice. As a result children learn about, and understand the society in which they live and the wider world. The childminder establishes positive relationships with parents, encouraging them to share detailed information about their children's needs, interests, skills and routines from home. Along with observations, she uses this information to plan a good range of practical and engaging activities, which encourage children to settle and become secure in her care. The childminder provides parents with a wealth of information about their children's learning and development to encourage their involvement and contribution to their children's learning journey. Parents provide numerous positive references commending her professionalism, trustworthiness and dedicated care and attention. The childminder speaks to staff at other settings about children's general dispositions and attitudes and has started to share information on children's learning and development to promote progression and continuity.

The childminder actively seeks the views of parents to help her evaluate her provision and accurately target areas for development to improve outcomes for children. The childminder and her assistant work closely together and use their time effectively to promote children's learning and welfare. They make good use of available space and resources to provide a learning environment that reflects most children's backgrounds and the wider world. Toys and equipment are of good quality and suitable for the ages and interests of the children attending. Overall children make good progress in their learning and development given their starting points and capabilities.

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

Good quality interactions and well-organised routines help babies and young children develop strong attachments to the childminder and become secure in her care. Babies are happy and content because their health, physical and emotional needs are well met. The childminder provides babies with treasure baskets of various tactile objects and as a result they begin to develop their fundamental skills and show curiosity and interest in their surrounding. Babies respond well to the childminder's caring and soothing interactions and gain physical, psychological and emotional comfort from 'snuggling in' so that they feel safe and loved. The

childminder promotes babies early communications skills as she makes good use of everyday routines, such as nappy changing or during feeding, to be physically close and make good eye contact. She responds with interest to their different ways of communicating so that they learn to convey their wants and needs and begin to establish their own identities and personalities.

The childminder uses her good knowledge of how children learn to plan an stimulating range of activities based upon children's individual interests and capabilities to promote children's progress. Planning is founded on observations of children's play which identify children's next steps in developmental progress, but without clear reference to the early learning goals. Simple topical themes underpin adult-led activities and are used to ensure a balance of activities across the areas of learning. For example, a theme of festivals is used to expand children's understanding of those less fortunate than themselves while using the internet as a research tool. The childminder provides meaningful opportunities for children to learn about their own cultures and those of others. For example, children share knowledge of their home language and background with their peers and a world map is displayed in the lounge identifying each child's country of origin. Children also have access to a stimulating range of resources reflecting positive images the diversity of the wider world.

The childminder uses a good range of strategies to promote positive behaviour and her detailed behaviour management policy, and strategies such as using a reward chart, is shared with parents to promote consistency of approach. Children develop their understanding of the importance of following good personal hygiene routines and learn to manage age-appropriate tasks to support their future independence. They engage in a range of physical play activities, increasing their understanding of the importance of regular exercise as part of a healthy lifestyle.

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	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
--	---

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

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:

Met

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

Met