

Inspection report for early years provision

Unique reference number	256631
Inspection date	13/10/2009
Inspector	Deirdra Keating
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 2000. She lives with her parents and sister who is also a childminder in the village of Ashill, Norfolk, close to shops, parks, schools and public transport links. There is an annex at the back of the house used specifically for childminding and a secure enclosed garden for outdoor play activities. The childminder has two cats and two dogs.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding 10 children in this age group. The children live in the local area and some also attend sessions at local pre-schools and nurseries. The childminder works closely with her co-childminder and shares overall responsibility for the childminding practice. When working together, they may care for a maximum of eight children aged under eight years. The childminder also offers care to children aged over five years to 11 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder provide a welcoming and inclusive environment in which children's welfare, learning and development is successfully promoted. Good partnerships with parents ensure that children's individual needs are consistently met. Effective procedures are consistently followed to fully safeguard children's welfare. The childminder has recently used evaluation as tool to monitor her practice and is starting to target areas for improvement.

What steps need to be taken to improve provision further?

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

- use the findings from self-evaluation to inform priorities and strategies for improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are carefully prioritised by the childminder who takes robust steps to safeguard children and ensure that the surroundings are safe, secure and free from potential danger. Children are fully safeguarded because the childminder's practice is underpinned by a safeguarding policy clearly setting out the procedures to follow in the event of a concern. The childminder has a clear up-to-date understanding of safeguarding issues and in addition all adults in the

household have been fully checked to ensure they are suitable to be with children. The house is checked daily for hazards and risk assessments are recorded for both the home and outings as required by the Early Years Foundation Stage.

Inclusive practice is strongly promoted by the childminder who welcomes all children and values each child as an individual. Equality of opportunity is given to all children who have activities tailored to their individual needs. For example, young children paint and draw in their highchairs while others use the table. Resources are deployed well by the childminder who has a wide and varied range which are rotated according to children's individual interests and laid out on the floor for children to choose from. Additionally, the childminder has laid out the garden with a selection of colourful equipment to promote children's learning and development.

The childminder demonstrates a commitment to her ongoing professional development and has ambition to continue training and improve her practice. She has a Level 3 qualification in Childcare and has experience of working in an early years setting. The childminder knows the children in her care very well, children attend from a young age and receive good continuity of care. Subsequently, over time the childminder has built up close and trusting relationships with children and their families giving her a comprehensive knowledge and understanding of each child. This enables her to gauge activities and routines very well to meet individual children's needs. For example, children who become tired and unsettled are easily soothed and fall asleep quickly in a travel cot. Children are secure and settled in their individual routines and make good progress in their learning and development. Children's progress is recorded in developmental records and shared regularly with parents. This provides good opportunities for parents to engage in children's learning and is the basis of a positive partnership. The childminder would extend this partnership working to any other EYFS provision that a child attended whilst in her care.

The childminder has started to evaluate her practice and that of her co-childminder, reflecting on their work together and the outcomes they jointly promote for children. She disseminates information and legislation very well giving her a good understanding of the EYFS. The evaluation systems in place generally monitor practice, however, there is not a strong enough emphasis on identifying areas priorities for improvement.

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

The childminder's good knowledge of the welfare requirements promotes children's well-being and learning well. The house and garden are equipped and laid out to promote a reassuring, homely environment that stimulates children and provides choices to promote their independence and decision making. There are ample resources from which children can choose.

Children are given good quality care and one to one support and the childminder works well with her co-childminder at all times. Together they work to ensure that

each child can achieve and enjoy their learning. The childminder uses information from parents to ascertain children's starting points and compliment their home lives. She produces individual plans for each child based on their interests and accurate observations she has made. The childminder has developed meaningful records for children showing their clear progress and planning their next steps in learning. These are offered to parents to share in achievements and enable them to support children's learning and development at home.

Children show an understanding of the importance of good personal hygiene. They select tissues for their noses and wash their hands regularly as part of their routine. Children take part in physical activities both in the house and garden; they sing action songs, dance to music and run around as they develop imaginary games. The childminder prompts children about safety as they move quickly in the house, she explains about hard surfaces and furniture and reminds them how to play safely, suggesting they move to the garden where they can safely run around. The garden has a good range of physical play equipment to help children develop their physical abilities. Children play outside in the fresh air daily and also walk to the local school with the childminder to meet their parents. Babies are settled well, they sleep in cots where they are checked regularly and their dietary requirements are well met using a daily exchange of information with parents.

Children learn about diversity as they engage in a good range of activities and experiences to support this. They learn about other cultures and faiths as they celebrate festivals using cooking, dressing-up and art and craft activities. Children show a strong sense of belonging in the childminder's home, they confidently request activities and have built strong relationships with both the childminder and their peers. The childminder provides warm responsive care and children show lots of affection as they ask for hugs and cuddles. They play a matching game with her waiting patiently for turns and showing respect for one another and an agreed understanding of the rules of the game.

Children are making good progress in their communication, literacy and numeracy skills. They develop their mathematical language and start to understand the concept of weight as they use balancing scales to weigh out small plastic bears. Children's language development is supported well as the childminder sustains relaxed conversation with them during play, talking to them about what they are doing and modelling new words for them to learn. Overall, children all make good progress and are keen and motivated to learn.

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	2

The quality of the provision in the Early Years Foundation Stage

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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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