

## Inspection report for early years provision

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<b>Unique reference number</b>	256662
<b>Inspection date</b>	17/11/2009
<b>Inspector</b>	Deirdra Keating
<b>Type of setting</b>	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 1998. He lives with his wife and children, aged 12 and 15 years, in Bracon Ash, Norfolk. The whole of the childminder's home is used for childminding, with the exception of the master bedroom.

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. He is currently minding four children in this age group. The children live in the local area and some also attend sessions at local pre-schools. The childminder works closely with his wife who is his co-childminder and takes overall responsibility for the management of the provision. 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 schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder and his co-childminder provide a happy, welcoming environment in which children's welfare learning and development are successfully promoted. Clear, consistent routines and procedures are consistently followed to fully safeguard children's welfare. The childminder supports and facilitates systems of regular communication to ensure children's individual needs are met. The childminder uses reflective practice to monitor outcomes for children and strives extremely hard 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 knowledge of observation and assessment of each child's achievements and learning styles by undertaking training made available by the local authority and other sources.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded because the childminder clearly understands his role in protecting children and is fully aware of the procedures to follow should a concern arise about a child. Children's welfare, learning and development are promoted well by the childminder, who strives hard to continually update his knowledge and skills. The childminder has a strong understanding of the need to

reflect on his practice in order to identify areas for improvement, and has spent time producing a comprehensive self-evaluation. He contributes very well to discussions about the successes of the day and how these can be used to build on children's skills and interest. The childminder does not take responsibility for keeping children's learning records because his knowledge of observation and assessment is limited. However, he has a strong desire to improve his practice and demonstrates this through his ongoing commitment to training.

The childminder warmly welcomes all children into his home and truly values each child as a unique individual. He works very well with his co-childminder to provide high quality care and has organised the home well to accommodate all children's needs promoting a welcoming and inclusive environment. He is resourceful and creative in sourcing new resources and making adaptations to the home. Furniture and equipment are of high quality and suitable for the ages of children to support their learning and development. Children can play safely in the home and garden because the childminder carries out detailed daily risk assessments of the areas accessed by the children on the premises, and is stringent in his assessment of potential risks.

Although most of the responsibility for sharing information with parents lies with his co-childminder, the childminder has a very good understanding of the need to work in close partnership with parents and is confident to approach them when necessary. The daily routines do not always facilitate contact with the parents and to overcome this, the childminder has hosted special social events at the weekend where children and their families have been invited. This proactive approach has helped foster positive relationships with children's families. The childminder has not had the opportunity to develop links with other provisions, however, he fully understands the benefit of working with the different early years settings that children attend.

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

Children receive good, responsive care from the childminder, who has set up his family home to promote an enabling and accessible environment. The activities and resources are planned well and are responsive to children's requests and interests. There is a comprehensive planning system, showing how activities are adapted for children and linked to their developmental stages, which the childminder follows well. The childminder gets down onto the floor and supports children's learning well. He follows their interests, making the most of opportunities to extend children's learning. For example, a child playing with character animals is encouraged to count the tigers. The childminder knows all the character figures by name and is able to fully participate in children's imaginary play and consequently children focus for long periods of time and participate with high levels of involvement. The childminder provides warm and enthusiastic support and subsequently children are settled, secure and motivated to learn. The childminder is careful to ensure all children are supported in all aspects of the provision.

Children make full use of the large, well-maintained garden which has been set out extremely well to enable them to experience a range of varied activities outside. There is a paved area under a trellis that provides protection from the sun, where children can eat and enjoy activities in the summer months. Children enjoy the healthy benefits of growing vegetables and learn the benefit of healthy lifestyles with the enthusiastic and fun childminder. They grow vegetables, learning how to plant, dig and use a wheelbarrow and enjoy eating them and taking them home. Healthy eating and physical activity are strongly encouraged by the childminder, who makes all activities fun. For example, children thoroughly enjoy obstacle courses where they eagerly participate in a range of physical activities in the garden and the childminder provides a running commentary. The emphasis is on enjoyment and children willingly take part, knowing that their efforts are valued. The childminder uses his cultural background and expertise to teach children about food and traditions in other countries. Children enjoy traditional Spanish food and learn to speak words and numbers in Spanish. Children are able to learn about different customs and cultures through a range of real experiences provided by the childminder using his first-hand knowledge and expertise.

Children feel safe as the childminder takes great care to promote a safe environment, where all hazards are minimised. Children learn to assess risks with help from the childminder who gives good explanations about playing safely and ensures that all the environments are safe and suitable for children, including the garden, car and storage of food. The childminder provides a good role model for children; he communicates respectfully and promotes a calm and safe atmosphere. Children are given good guidance as they learn right from wrong in a highly supportive environment. The childminder works effectively with his co-childminder to actively promote equality of opportunities and anti-discriminatory practice, ensuring that all children are included and able to participate fully in the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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