

Inspection report for early years provision

Unique reference number	255918
Inspection date	04/02/2010
Inspector	Sandra Daniels
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 1985. She lives in a residential area of Norwich. The ground floor of her home is used for childminding with access to the upstairs toilet and bathroom. There are fully enclosed gardens for outside play. The childminder has a dog. The childminder is registered to care for a maximum of six children at any one time and is currently caring for three children aged one, two and five years, plus two children aged three and six years during school holidays. The childminder supports children who speak English as an additional language and those who have special educational needs and/or disabilities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with a homely and very stimulating environment. She demonstrates a secure knowledge of the Early Years Foundation Stage (EYFS) and provides a wide range of activities for children which cover all areas of learning. The childminder is committed to working closely with parents to provide an inclusive setting, where all children are valued and their individual needs are fully met. All of the requirements are met and the childminder demonstrates a very positive attitude towards developing the service she provides to help ensure continuous improvement. She has undertaken several training courses to improve her knowledge and skills.

What steps need to be taken to improve provision further?

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

- extend risk assessments to ensure that all areas of the premises used by children are fully covered
- develop further systems for self-evaluation in order to maintain continuous improvement
- develop further the systems for observational assessment in order to monitor each child's progress.

The effectiveness of leadership and management of the early years provision

The childminder fully understands how to safeguard children with regard to child protection and has necessary documentation in place to support her practice and monitor children's well-being. Safe arrival and collection procedures are in place and there are clear systems to monitor visitors to the setting, in order that children remain protected. The childminder has taken time to personalise policies and procedures, which she implements very well in practice, in order to ensure the

smooth running of her setting. All records required by legislation are in place, stored securely and confidentiality is maintained. Records are regularly updated, through discussion with the parents or carers in order to ensure that children's changing needs are met.

Time is taken to carry out daily checks of all child-accessible areas and this includes extremely detailed and personalised risk assessments for outings. However, risk assessments of the house do not currently reflect, or take into account, any potential hazards in the childminder's home. Since the last inspection the childminder has improved her practice by completing an appropriate first aid course. The childminder has also begun to reflect on her practice in order to promote future improvement, although this requires further development. She ensures that she remains up to date with guidelines and legislation through reading dedicated publications and through liaising with other registered childminders. The childminder implements her knowledge very well in practice, providing positive outcomes for the children.

Partnership with parents and carers is purposeful and time is taken prior to placement in order to ascertain each child's individual needs. In addition, the childminder takes a flexible approach to support working parents or carers, with regard to short notice or occasional additional minding. Open communications are ongoing, enabling all parties to support a whole child approach, which directly benefits the child and ensures that everyone continues to build on what they know and can do. The childminder has a very good understanding of, and is experienced in caring for children with special educational needs and/or disabilities and those who speak English as an additional language. She has clear systems enabling her to offer additional support as required. There is no bias in her practice in relation to gender, race or disability.

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

Children are able to make very good progress in all areas of learning because they are offered a wide range of activities and play opportunities. The childminder's extremely good knowledge of each child means that she is aware of their individual interests and current developmental stages. She uses this information, and that gained from observations, to influence activity planning. Children's development is promoted well because the childminder competently identifies their next steps in learning and provides opportunities and experiences designed to support their progress towards the early learning goals. However, there are not yet fully structured systems in place to monitor this progress.

Children are encouraged to explore, through sensitive support offered from the childminder. This promotes their development and enables them to become confident and enquiring learners. For example, young children make independent choices about the books they want to read, taking these to share with the childminder. Children's enjoyment is enhanced because the childminder readily and enthusiastically joins in with their play. For example, she joins in the role play regarding going shopping and preparing a meal, extending this by encouraging

children to talk about real shopping trips and the items they need to purchase.

The childminder uses her detailed knowledge of the children to inform daily activities to promote their development. For example, children become interested in the birds and squirrels they can see in the garden. They put seed out for the birds and watch excitedly as the squirrel comes to eat it. The childminder clearly recognises the value of real-life learning experiences for children and she skilfully promotes children's development of numeracy and language by naming the colours of cars and counting everyday objects with children when they are out walking.

Very good use is made of outdoor areas in order to offer children further opportunities. For example, they gain a greater awareness of nature and living things as they grow plants and vegetables, help to water and care for them and watch them grow. Children benefit from two fully enclosed and secure garden areas in which to play. The thoughtful planning of additional activities means that children are offered an extended variety of opportunities. They enjoy regularly attending a local toddler group with the childminder.

Children are gaining a very good understanding of the relevance of hygiene practices. For example, they talk with the childminder about why they need to wash their hands before eating and there are visual prompts to reinforce this. The realistic presentation of activities helps promote children's understanding. For example, their awareness of other ways of life is developed as they talk with the childminder about current festivals and celebrations, engage in related role-play activities together and use the reference books to carry out further research on these.

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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