

Inspection report for early years provision

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Inspection date	27/04/2010
Inspector	Andrea Caroline Snowden
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 registered in 1994. She lives with her husband and their 14 year old son in Norwich. All areas of the home are used for childminding purposes, except the two main bedrooms which are excluded at the childminder's request. There is an enclosed garden for outdoor play and children use local parks, the toddler group and Sure Start Centre for additional activities.

The childminder is registered to care for six children under eight at any one time and there are currently seven children on roll attending on a part time basis. All children are within the Early Years Foundation Stage. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The family have two cats as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for within the Early Years Foundation Stage and are generally making good progress in their learning and development. The childminder ensures their welfare is effectively promoted and that they are kept safe. Children's individual needs are well catered for through effective partnerships with parents and children enjoy continuity of care. The childminder has successfully used self evaluation in order to assess her strengths and weaknesses to bring about improvement in the setting and record keeping is mostly in place.

What steps need to be taken to improve provision further?

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

- develop further the systems for observation, assessment and planning to ensure next steps are routinely incorporated into individual children's plans for learning and development
- ensure a copy of the risk assessments made for the house are kept at the premises.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound knowledge and understanding of her role in safeguarding children. She is clear about procedures in order to protect children from abuse and ensures that adults in her home have undergone the vetting process. Clear policies and procedures are in place and shared with parents, to ensure children's welfare is promoted effectively. Children are able to play and learn in safety because thorough risk assessments have been made. The

childminder has sent her risk assessment to Ofsted since moving house, but does not have a copy at the premises to review and update. Robust written risk assessment are in place for outings and these are effective in keeping children safe when out of the childminder's home. Regular fire drills are also carried out to ensure children can be safely evacuated in an emergency. Resources are clean and safe and organised so that children have free choice promoting their independence and confidence.

Children are valued as individuals and are encouraged to be kind and respectful. Resources hired from the toy library are used to help promote children's awareness of diversity and all children have fair access to the setting. Activities are adapted to meet individual children's age and ability, for example, all children can join in a threading activity because the childminder provides different sized beads and balls for children to handle accordingly. Chubby paintbrushes are available for very young children, whilst older ones can use finer brushes for their art work. The childminder works closely with parents and there is a regular flow of information between the parents and the childminder ensuring that children's routines are followed, any health or welfare issues are highlighted and children's progress is shared.

The childminder has conducted a review of her practice and the characteristics of the setting. She knows her strengths and has identified some weaknesses and taken action to remedy these. She has made good improvement since the last inspection, meeting the recommendations effectively. The childminder demonstrates a strong ability to bring about improvement to benefit the children she cares for.

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

The children are happy with the childminder and are quick to settle to play. The childminder works closely with them, chatting about what they are doing and involving herself in their games. Children respond well to this and their learning is extended as a result. The childminder asks children questions such as 'What have we got to do with it?', promoting children's problem solving and communication skills. As a result they are beginning to acquire some of the skills they will need for their future lives. Children's choices are respected and, although, they have many planned activities out of the home such as 'messy morning' at toddler group or the Sure Start Centre activities, when they are at home they largely drive the activity schedule. Children's learning is recorded in their scrapbooks and this information is shared regularly with parents. However, at present, children's progress is not as good as it would otherwise be because the childminder is not routinely planning next steps for their development across all areas of learning. Where next steps have been planned, children have been able to make progress, for example, having been given the opportunity to progress from experimenting with one texture of corn flour and water to others such as using fingers to paint.

Children's social development is well promoted through the activities outside the home where they frequently mix with other children and adults. As a result

children are kind and sensitive to others needs, for example, gently passing toys to the baby to play with. Children's language skills are developing well because the childminder and children chat all day. New words are introduced and children repeat these adding them to their repertoire. Babies make their feelings known through squealing and baby babble and the childminder communicates well using facial gestures and body language. They enjoy story books with the childminder and have opportunities to mark make with pens and crayons. Children count building blocks as they make tall towers and show an awareness of the world around them. They are well known in the community as the childminder takes them to venues such as the local library or to the shops. They observe and learn how things work, for example, the battery operated tractor and trailer requires a specific button to be pressed and young children quickly work out how to operate it. Children enjoy imaginary play, they cook the dinner, make cups of tea and even remember that the baby needs some milk. Children jiggle to music, listen to a variety of tones and sounds on musical toys and enjoy arts and crafts. They regularly visit the park to play on apparatus and are developing well physically because the childminder walks everywhere with them.

Children bring comforters into the setting to help them feel secure and settled. They enjoy cuddles with the childminder and are confident in the company of others. Children are beginning to learn from a very young age about safety. The childminder reminds them that some toys are too small for babies and that these must be kept on the table out of reach. When at the park the childminder reminds children how to use the equipment safely, encouraging them to walk wide of the swings or use the smaller slide. Children are encouraged by the childminder to wash their hands at appropriate times and, although, they are very young the childminder reminds them about germs on their hands and the importance of good hygiene. Children are encouraged to think about healthy eating, through discussion, for example, during cookery activities.

Children behave well and understand the boundaries because the childminder is firm and consistent with them. They are praised when they do well and the childminder ensures she explains why their behaviour is unacceptable, helping them to learn right from wrong. As a result the atmosphere is calm and happy and conducive to children's continued learning and development.

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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