

Inspection report for early years provision

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Inspection date	18/06/2010
Inspector	Melanie Calway
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 1991. She lives with her husband and one adult child in a village near to the town of King's Lynn, in Norfolk. The whole of the ground floor and the spare bedroom on the first floor are used for childminding. There is a fully enclosed garden for outside play. The family has a pet dog.

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 five children, who attend on a part-time basis, in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local pre-school and takes them on outings in the village to a local park and to see some horses. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care. Their individual needs are met because she knows them well and uses observations of their play and learning to plan the next steps for their development. She communicates effectively with parents about children's care and effective policies, and a regular newsletter keeps parents well-informed about the setting. She attends regular training to keep her knowledge updated and adds to her resources to keep improving the setting.

What steps need to be taken to improve provision further?

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

- encourage children to take responsibility for their environment by keeping it tidy
- develop further the partnership with parents by encouraging them to add their own contributions regarding children's learning and development to the learning records, including information about children's developmental starting points.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect as the childminder has a clear safeguarding policy and is aware of her responsibility to refer any concerns she may have about children's welfare. She has the necessary information to be able to act appropriately and has completed safeguarding

training. Children are cared for in a safe and secure environment and the childminder uses monitors to check visitors to the home and to check on sleeping children. She supervises children well and uses a playpen in the kitchen to keep toddlers safe if she needs to see to the other children. Regular risk assessments are carried out on all areas of the home and a note made of any issues she needs to address. Separate risk assessments are carried out for each type of outing to ensure that children are safe when they go out. Children are given regular explanations while they play to help them to learn about how to keep themselves safe. They are protected from the risk of fire as a regular evacuation drill is practised so that they know what to do in the event of a fire or emergency. Children are able to access a wide range of appropriate toys which are stored in the play room in boxes for easy access. Children are encouraged to share and take turns and show consideration for each other, for example, to be kind when they have hurt themselves or if they are sad because parents are away. As a result, they are beginning to develop an understanding of other people's needs.

The childminder has a very positive relationship with parents. She has a comprehensive set of policies and procedures which are available if parents want to see them, and she provides information about the service in the form of a monthly newsletter. Observations of children's play and learning are kept in booklets, along with photographs and plans for the next steps to help children to progress. Daily diaries go home every day with details of children's care, routines and the activities they have enjoyed. Parents communicate regularly, but are not yet adding their own observations to the learning records about the things children may be learning at home, and there is not a system to obtain information about children's developmental starting points when they first attend. There are good systems to share information about children's learning when they attend other settings and a communication booklet is used to exchange information with the local pre-school to ensure effective continuity and progression. The childminder has a commitment to provide a high quality service and attends regular training to keep updated. She has begun to evaluate her practice to identify possible areas for development.

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

Children are settled and confident in the childminder's care. She uses her observations of their play and learning to plan the next steps for their progress and uses information about their interests and abilities to plan appropriate activities. Children who are just becoming mobile are given opportunities to pull themselves up and balance. Children who have attended a sports day and who are interested in physical play are able to run races in the garden. Children enjoy regular walks in the village to see the horses or to play at a local park and benefit from plenty of outdoor play. Resources are easily accessible and children are encouraged to help tidy up towards the end of the morning. They readily comply, putting the bricks away in the box, although there are times during the morning when the floor becomes rather cluttered as children are not putting items away as they go along. This reduces space for younger children who are becoming mobile.

Children communicate confidently with the childminder, who chats to them and encourages their language development by asking open-ended questions, such as 'what sort of a bed do you sleep in?'. She uses eye contact and gestures with young children to promote their communication. Books are easily accessible and children have opportunities for craft activities and for practising skills such as writing. The childminder counts with children as they play so they become familiar with numbers. Children use their imaginations with small world play, dressing-up resources and in the play house outside. They can experiment with different media and young children are given baskets of objects, such as different sized sieves and a pastry brush, to explore. They are able to investigate textures such as paint or sand. They learn about the world around them through their walks in the village and activities, such as cookery or planting seeds. They become familiar with technology as they use the computer or play with a camera and a tape recorder. In the garden they enjoy running races or throwing balls to develop their physical skills and coordination. Children are involved in the life of the setting and help to post the vouchers to get new equipment and help to open parcels when they arrive. Behaviour is managed in a positive way and children are praised and given explanations about unwanted behaviour so they are encouraged to start learning about the needs of others.

Children's health is promoted well. They enjoy fresh fruit for their snack and different activities help children to learn about the importance of a healthy diet, such as using laminated place mats with details of their favourite foods. Children learn about washing their hands before eating and after using the toilet. Older children are able to be independent and their privacy is respected. Children benefit from plenty of fresh air and exercise as they walk in the village or play in the garden. Children feel safe and secure in the setting and have built up trusting relationships with the childminder, who gives them cuddles and reassurance. They are learning how to keep safe as the childminder gives them explanations about safety as they play and discusses road safety with them when they are out. Children are given consistent boundaries so they learn to behave well. They are learning skills for the future as they develop social skills, learn to communicate and become independent.

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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