

Inspection report for early years provision

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Inspection date	19/05/2010
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.

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 was registered in 1993. She lives with her husband and daughter in a south Norfolk village near Long Stratton. All rooms in the house are used for childminding purposes, with the exception of one bedroom upstairs. A fully enclosed garden is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time and is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll attending on a part-time basis. Of these, seven children are within the Early Years Foundation Stage. The childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are no children on roll, within the Early Years Foundation Stage, currently with specific needs.

The family have a pet dog. The childminder is member of the National Childminding Association.

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 making good progress in their learning and development. Children's safety and welfare is generally well promoted through mostly effective systems. Strong partnerships with parents are evident and as a result children's individual routines are followed and needs are well catered for. Partnerships with other providers are continuing to develop in order to offer children continuity in their learning. The childminder has begun to use self-evaluation as a method of reflecting on practice and bringing about improvement.

What steps need to be taken to improve provision further?

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

- record details of evacuation drills in a fire log book and include details of any problems encountered and how they were resolved
- ensure risk assessments cover everything children come into contact with
- develop partnerships with other providers further to ensure information is shared with regard to children's continued learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her role in safeguarding children. She accurately describes the processes to be followed in order to protect

children and ensures that adults who have access to children have been vetted. Policies and procedures are concise and generally ensure children's safety is promoted whilst in her care. Brief risk assessments are in place for routine outings and for the premises, however, these are not robust enough to ensure all hazards are highlighted and minimised, potentially compromising children's safety. The childminder states that she regularly practices fire drills with children to ensure she can evacuate them safely, however these are not recorded. Toys and equipment are safe, clean and well maintained and the setting is organised to promote children's confidence and independence.

Although the childminder currently has no early years children on roll with specific needs she is able to draw on previous experiences to demonstrate how she effectively meets the needs of all children. Toys and equipment can be adapted to meet varying needs and guidance sought from parents and other professionals ensures children are appropriately cared for. Children are valued as individuals and the childminder has a range of resources to help promote similarities and differences in society. There are very strong partnerships with parents, with parents contributing to children's learning through sharing experiences at home. The childminder keeps parents well informed through the daily diary system and regularly shares information about children's progress. Although partnerships with other providers caring for the children are good these are not yet fully established to ensure information is shared with regard to children's continued learning. As a result opportunities may be lost for the childminder to build on what children have been doing before they arrive at her setting.

The childminder uses self-evaluation to highlight her strengths and weaknesses. She seeks the views of parents through daily conversation and talks to children about what they enjoy or would like to do. Their ideas are incorporated into her plans for the future. She ensures mandatory training is up-to-date and has attended a variety of short courses to develop her knowledge and understanding and bring about improvement in the outcomes for children.

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

Children are happy and well settled and babies enjoy snuggling up with the childminder. Children are well supervised without impacting on their independence and as a result they feel safe and secure and are able to play and learn in confidence. The childminder supports children well, following their lead and helping children gain the most from activities. She promotes problem-solving with effective questions and promotes children's communication skills by chatting with them about what they are doing. She works on the floor with babies to ensure they are safe and models how to do activities. The childminder makes regular observations of children at play and through assessments of their learning is able to plan effectively for their next steps. As a result children are making good progress towards the Early Learning Goals.

Children take part in a wide range of activities to promote their development. Their social development is well fostered and friendships have clearly formed. They

manage personal tasks well and have a genuine care and concern for others. Children's pride in their achievements is evident and babies are seen clapping and smiling as they successfully complete the shape-sorter. Older children use a range of resources for mark making, and they use language eloquently, for example, when talking together about their imaginary game. The childminder communicates with babies through facial gestures and body language and they respond happily. Children are prompted to use mathematical skills. They weight the plastic food in scales, estimating which will be heaviest and use counting as they step along the music mat. Children enjoy running in the childminder's garden and seize the opportunity to climb, swing, jump and scoot.

Children are beginning to learn about their personal safety. When they walk with the childminder to the post box they talk about road safety and watch out for traffic on the country roads. Older children understand that they can not play with toys which have tiny pieces when very young children are crawling on the floor. Children are supported in making healthy choices and adopting good personal hygiene. They are encouraged to blow their own noses and routinely wash their hands at appropriate times. They choose from healthy options for meals and snacks and are beginning to understand where foods come from.

Children behave in a positive way and the childminder uses successful strategies to manage any difficulties. She promotes children's self-esteem further with praise and encouragement. Through their daily routines children are developing the skills they will need for the future.

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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