

Inspection report for early years provision

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Inspection date	15/07/2010
Inspector	Deirdra Keating
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 2010. She lives with her husband and child aged two years in Norwich, Norfolk, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home and one upstairs bedroom is used for childminding. A secure enclosed garden is used for outdoor play activities.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than two of which may be in the early years age range. She is currently minding two children in this age group. The children live in the local area and some also attend sessions at local pre-schools. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in the welcoming atmosphere of the childminder's home where they are safe, secure and enjoy learning through first-hand experiences and activities. The childminder works closely with parents to ensure that children settle well and receive good continuity of care. These partnerships, the effective use of local amenities and outside professionals are all significant in making sure that the needs of the children are met. There are good systems in place to monitor the effectiveness of the provision and the childminder demonstrates a strong commitment to her continuous improvement.

What steps need to be taken to improve provision further?

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

- secure and increase knowledge by making use of training made available by the local authority and other sources.

The effectiveness of leadership and management of the early years provision

The childminder implements policies and procedures that promote the safeguarding of children and ensures their ongoing welfare and safety. Records are maintained and a good range of relevant information about children's individual requirements is gathered. Effective checks have been carried out to ensure that the childminder and her husband are suitable to be in regular contact with

children. Children play happily in a safe, secure environment where risk assessments have been carried out and hazards are minimised.

The childminder provides good quality care and has organised her home and resources well to ensure that activities are easily accessible and give children real and stimulating experiences that help them develop and learn. Self-evaluation and reflection are an integral part of her practice and help bring about ongoing improvement. The childminder is committed to her professional development and has attended the regulatory training to support her registration. She is, however, less confident in some areas and requires training and support to help her develop and secure her knowledge and understanding.

The childminder promotes equality and diversity well; she warmly welcomes all children and cares for several children who speak English as a second language. The childminder plans well for children's individual needs, providing resources to support their learning and ensuring that they can use their home language alongside English as a second language in their learning and development.

Parents receive good quality information about the setting and information about children's activities is shared using a daily journal. Children are helped to settle easily and the childminder discusses their capabilities, likes, dislikes and progress with parents in order to provide appropriate activities. Parents' views are sought using questionnaires and these summarise that they are very positive about the outcomes for their children. The childminder exchanges information with other providers and parents about the time spent in other early years provisions in order to provide more information for parents who speak English as a second language and to ensure children's learning is compatible with activities that she provides.

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

Children enjoy a relaxed and homely environment in which resources are stored well to help them sustain play and become increasingly independent. There is a good balance of activities at home and visiting groups in the local community. Children attend a music group with songs and rhymes and a local toddler group where they interact with other children. They also enjoy visiting the library for story telling and this promotes their enjoyment of books and knowledge of the local community.

Children are engaged well in a range of planned and stimulating activities that support their learning and development, ensuring they make good progress in their language and develop their number skills. The childminder helps children develop English as a second language very well, she promotes dual-language books and stories and children use instruments and sing songs which develop their confidence in using language for speaking. This helps children build strong bilingual foundations on which to base their learning. Children communicate well with one another and have built close relationships with their peers. They are enthusiastic and demonstrate a caring attitude towards one another as they play closely together. Children make consistent progress because the childminder plans for

their next steps of learning and provides interesting experiences that are appropriate for each child. They enjoy opportunities to solve problems when sorting shapes, identifying colours and numbers and all these activities help develop skills for the future.

The childminder raises children's awareness of safety issues whilst ensuring they are able to take realistic risks for themselves. For example, they are taught road safety as the childminder has established safe routines whilst out and the children feel safe because they are clear about the limits on what they may and may not do. Children are helped by the childminder to treat one another kindly and share resources. The childminder helps children learn to take turns as they use physical play equipment in the garden. She presents a calm role model and gives children good opportunities to express how they feel and helps them make a positive contribution in life. Children's healthy lifestyles are encouraged well by the childminder. They take part in physical activities outdoors in the garden and local parks. The children enjoy healthy snacks and meals and learn about healthy food from growing vegetables in the garden and sharing books about healthy eating. Children can rest and sleep according to their needs and drinks are available all day for children to independently access and ensure they are hydrated in hot weather.

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