

Inspection report for early years provision

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| Unique reference number | EY337921 |
| Inspection date | 21/06/2010 |
| Inspector | Glenda Kathleen Field |
| 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 2006. She lives with her husband and two children aged nine and eight years in a village near Great Yarmouth. The whole of the childminder's house is used for childminding with the exception of the main bedroom and there is a fully enclosed garden for outside play. The family has a dog, and two rabbits as pets. The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. There are currently 11 children on roll, of whom 10 are within the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children are taken for walks to local parks and to feed the ducks. Visits are also made to the beach, soft play centres, wildlife parks, horse sanctuaries and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, enabling her to keep children safe and secure. Children benefit from an inclusive setting where they are supported to access an extremely wide range of play opportunities, most of which are planned with their individual developmental needs as a starting point. Partnerships with parents are excellent, and partnerships with carers and other Early Years Foundation Stage practitioners are established, ensuring children experience good continuity of care. The childminder has established generally effective systems for self-evaluation, resulting in a strong capacity for making further improvements to the provision.

What steps need to be taken to improve provision further?

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

- develop further the process of self-evaluation to identify a wider range of priorities for development that will extend practice and continue to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has established a clear written safeguarding policy, ensuring she fully understands how to protect children from harm and is able to follow up any concerns about children's welfare. Through the completion of all necessary checks, the childminder has confirmed her own suitability and that of other household members. Effective policies and procedures, including daily risk assessments of the premises, are implemented well in practice to ensure the daily routine runs safely and smoothly. The childminder provides a warm and homely environment, with

ample space for children to rest comfortably and to spread out as they play. Children are able to easily access an excellent range of resources, both indoors and outdoors, allowing them to choose what they would like to do.

The childminder has attended a vast range of introductory training, including appropriate first aid, safeguarding and food safety courses along with risk assessment training. She is currently working towards a degree in early years through the Open University. The childminder is keen to make ongoing improvements to the provision for children. For example, she has increased her resources and planned activities in order for young children to value diversity. As yet the childminder has not evaluated all aspects of her current practice to widen the priorities for development and maximise improvements.

The childminder strives to be welcoming and friendly in her approach, ensuring that parents and carers feel comfortable when sharing information about their children. Each child's starting points are discussed and recorded at length with parents and used as a basis for planning routines that meet children's individual needs. For example, parents are encouraged to share information about their children's individual dietary needs to enable the childminder to plan appropriate snack menus. Parents receive a wealth of information regarding the setting including all policies and procedures pertaining to the childminder's practice. Daily diaries are also used to aid communication with parents, ensuring details of children's changing daily routines and developmental achievements continue to be exchanged. Parents speak very highly of the childminder. Letters to the inspector from parents include comments such as 'she is reliable and flexible and provides a varied environment for children to develop', 'the clear and consistent guidelines ensure children remain safe' and 'she provides a nurturing, fun and active, home from home environment'. The childminder has established good systems of communication with the practitioners at other settings that the children attend. This promotes further continuity in the care that children experience.

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

Children are making effective progress towards the early learning goals. They are confident in expressing their wishes, knowing that the childminder will listen and value what they say and do. For example, she gladly assists when children express a keen interest in showing the inspector how they use the children's laptop computer. She ensures each child is fully included by encouraging them to take turns with using the laptop. Children enjoyed showing the inspector how they used the mouse to access the variety of learning programmes available on the laptop. Children enjoy the wealth of art and craft activities made available to them, for example, for Fathers Day children made key-rings to give to their fathers. Children's imaginative play is fostered particularly well through the resources provided. For example, children help themselves to dressing-up clothes, play with the home corner resources, farmyard and animals, castle and small world characters. The childminder is continuing to formalise her planning systems and is using observation and assessments effectively to promote children's progress. The childminder tends to provide each child with an individual approach by adapting

and extending activities in her daily interactions with them. For example, she extends children's learning as they talk about grapefruit following snack, encouraging them to identify the shape, colour, texture and taste. The childminder keeps notes of her observations of children's development along with other meaningful information, such as photographs, comments from parents or examples of things the children have made or drawn. This information is then effectively used to identify children's next steps in learning towards the early learning goals.

Children are beginning to develop an awareness of people's similarities and differences through books, puzzles and small world characters plus cultural celebrations, for example, Chinese New Year and Diwali. Reasonable adjustments are made to increase accessibility for all children. For example, the childminder actively seeks information from parents of children who are learning English as an additional language, gathering key words to use with children and incorporating these into picture and word displays. The childminder has a calm and positive approach with the children, ensuring they are relaxed and encouraged to behave well. They actively learn how to keep themselves safe as they tidy away resources prior to snack-time to avoid the risk of tripping over, and their awareness of the traffic and road safety rules are promoted when they are out and about in the local area. Meal times are social occasions when children sit comfortably at the table together. Parents are encouraged to provide healthy packed lunches. The childminder provides healthy snacks and evening meals, which are prepared safely and hygienically by the childminder. The childminder is particularly mindful of children's need to be physically active and ensures outdoor activities are offered on a daily basis. For example, children benefit from the fresh air during walks in the local area and extend their balancing and climbing skills on the larger equipment during outings to the local park. The garden of the childminder's home is used for children to enjoy a wide range of equipment. For example, trampoline, bouncy castle, swings, slides, see-saws, bikes, scooters and other smaller ride-on toys. Children also take part in ball games such as cricket, bowls and skittles. A part of the garden is used for children to dig and plant flowers and vegetables such as pansies, radishes and spring onions.

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

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| 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

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| 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

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| 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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