

## Inspection report for early years provision

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<b>Unique reference number</b>	256664
<b>Inspection date</b>	26/11/2010
<b>Inspector</b>	Melanie Calway
<b>Type of setting</b>	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 1987. She lives with her husband, her mother and one adult son in Dereham, Norfolk. The whole of the ground floor is available for childminding, with the exception of her mother's accommodation. There is a fully enclosed garden for outdoor play.

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 three children in this age group. She also offers care to children over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She works at times with her husband as her assistant.

The childminder collects children from local schools and pre-schools and takes children on regular outings to the library, into the town and for walks. 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's individual needs are well met because the childminder uses observations of their play and learning to help them to progress across all areas of learning. She plans activities based upon all children's interests and learning styles and her child-centred approach allows her to make good use of spontaneous events to enhance children's learning. Clear information is provided for parents about the service and their views are actively sought. There is a good exchange of information about children's learning and parents are able to see and contribute to the learning records. The childminder has a commitment to provide a high quality service and reflects on her practice to ensure that high standards are maintained.

## **What steps need to be taken to improve provision further?**

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

- develop systems to share information about individual children's learning and development with other providers when they attend more than one setting to ensure effective continuity and progression.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded from the risk of abuse or neglect because all members of the household have had the necessary checks. The childminder has a clear safeguarding policy in place which contains all the necessary information

about how to act on any concerns about children's welfare. She and her husband have completed safeguarding training to ensure that they are up to date and able to act appropriately if they had any concerns. Children are cared for in a safe and secure environment. A risk assessment has been carried out on all areas that are used for childminding and a separate risk assessment is in place for each type of outing undertaken. The childminder talks to children as they play, reminding them of safety issues, for example, saying 'mind your fingers, it may be a bit sharp'. Children are protected from the risk of fire because the necessary fire prevention equipment is in place and a regular drill is practised so that children learn what to do in a fire or emergency.

Good use is made of the environment and children have plenty of space to explore and play. Colourful displays and photographs of recent activities make the environment bright and welcoming and add to children's sense of belonging in the setting. The childminder works at times with her husband as an assistant, allowing time and resources to be managed effectively, for example her husband is available to help at busy times ensuring that children's needs are always met. All children are valued as individuals and the childminder provides an inclusive service. Parents are provided with plenty of information about the setting. They receive a well-thought-out brochure and a set of policies. A regular daily exchange takes place about children's care and learning and parents contribute their own knowledge of children's interests and achievements to make the partnership effective. Parents' views are sought through regular questionnaires. The childminder communicates with other providers when children attend other settings by talking to parents and key persons about what children are doing. However, there is no systematic sharing of information about children's individual learning and development to ensure that continuity and progression is fully effective. The childminder has carried out a detailed and rigorous self-evaluation and has identified areas that she wants to develop, taking parents' and children's views into account. As a result she continually makes improvements to the setting in order to raise standards and maintain a high quality provision.

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

Children make good progress in their learning and development. The childminder makes detailed observations of their play and learning and uses these to plan the next steps for their development. She provides opportunities for children to practise and consolidate skills to ensure that they are able to move on. For example, children who are becoming familiar with counting are encouraged to select activities which will enhance their learning in this area. The childminder builds on children's interests, for example building a gravel pit after noticing that children were interested in playing with this material.

Children are very confident in communicating with the childminder, who listens to them sensitively, asking open-ended questions to enhance their language and thinking skills. Children develop early writing skills as they access resources to draw and write. Books are freely available and children enjoy stories with the

childminder. Children are learning to count and problem solve as the childminder uses opportunities as they arise, for example saying, 'how many legs has your animal got?' She is skilled at asking questions which help children to work things out for themselves for example saying 'what do you think will happen now?' They learn about the world around them through walks, bug hunts and pond dipping when the weather is fine. In the snow they build a snowman in the garden and when it becomes too cold the childminder brings in a builder's tray of snow and ice for them to play with on the kitchen floor with their toy cars. They become familiar with technology as they use the computer, which is available at their level, or become engrossed with cause and effect toys, saying 'I love this'.

Children are able to express themselves using different media, such as pencils, play dough and paints. They use their imaginations as they dress up or play with small world toys. Children's independence is promoted well as they learn to put on coats and shoes to go outside. They are given plenty of choices in their learning and are able to develop their play in the direction they want. The childminder involves them in decisions about the provision, for example, in the selection of new resources. Children are made to feel a part of the household as they all sit down for meals together with the extended family. There are plenty of opportunities for children to develop physical skills as they play outside in the enclosed area or run and go for supervised walks around the larger garden. Inside there is ample room for children to move freely. They enjoy making obstacle courses with the childminder, which also helps them to think creatively and learn how to problem solve.

Children's health is promoted well. They get plenty of fresh air, playing in the garden, going for walks and walking to school. The childminder provides them with a healthy snack of fresh fruit and parents who provide lunches are given guidance on providing healthy options. Children are learning how to live a healthy lifestyle as the childminder talks to them about the foods that are good for them and how their bodies feel after exercise. They are encouraged to wash their hands before eating and after using the toilet and know why they need to do this. All the required information about children's health needs is obtained from parents to ensure that their needs are fully met. Children learn how to keep themselves safe as the childminder reminds them of the rules and boundaries as they play. They learn how to evacuate the premises safely as they practise the fire drill. Children have built up secure and trusting relationships with the childminder and her assistant and so feel safe in the setting. Their confidence and self-esteem is promoted as they are able to follow up their interests and be fully involved in the life of the setting. As a result they behave well and the childminder encourages them to develop respect for other people's needs. They are learning skills for the future as they make decisions and progress in all areas of 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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