

Inspection report for early years provision

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Inspection date	13/12/2010
Inspector	Jacqueline Mason
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 2001. She lives with her husband and two children aged ten and eight years on the outskirts of the city of Norwich. All areas of the childminder's home are used for childminding and there is a fully enclosed garden for outside play. The premises are accessed via a small step. The family has a cat and a dog as pets and a horse that is kept at nearby stables.

The childminder is registered on the Early Years Register to care for a maximum of six children under the age of eight years at any one time. The childminder is also registered on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for eight children on a part-time basis. Four of these children are in the early years age group. The childminder sometimes works with an assistant who may, at times agreed and confirmed in writing by parents, be left in sole charge of the children.

The childminder is qualified to NVQ Level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has an excellent understanding of the requirements of the Early Years Foundation Stage and consequently all children are well cared for and make rapid progress in their learning and development. Children are fully included in all activities of the day and feel safe and content in the childminder's welcoming home. Trusting and friendly relationships with parents have been established and partnerships with others who provide for the children are developing well, helping to ensure continuity of care for children. All necessary documentation is in place and organised well, including policies and procedures that help ensure children's safety and welfare. The childminder has positive plans for the future of the setting and these are clearly focussed on improving outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the two-way flow of information with others who provide care and learning for the children.

The effectiveness of leadership and management of the early years provision

The childminder significantly enhances the welfare of children as she has a very good understanding of safeguarding requirements. She has a comprehensive knowledge of the signs and symptoms of abuse and is confident to report concerns

in line with the Local Safeguarding Children Board guidelines. A thorough risk assessment is carried out and reviewed regularly to ensure that children are able to play safely indoors, outside and on outings. The environment is welcoming, safe and conducive to learning, resulting in children thriving and developing in independence and self-confidence.

The childminder organises her setting exceptionally well. She is highly effective in ensuring that children are included and their needs met. This is because equality and diversity are at the heart of everything that she does with the children. The childminder readily adapts activities to meet children's individual levels of understanding and takes into account each child's interests and routines when planning her childminding day. Each child's needs are identified and catered for exceptionally well because the childminder has developed highly effective and purposeful relationships with parents and consults with them to meet individual requirements. She shares children's developmental progress with them and they are actively encouraged to be involved in their child's learning, making effective links between children's home lives and the time they spend in the childminding setting. The childminder has initiated links with others who provide for the children and these are developing well to ensure any concerns are quickly recognised and acted upon and to promote continuity of care for all children.

The childminder provides parents with good quality information about her setting. Her relationships with parents are highly-valued by them. This is evident from testimonials from past parents and comments written by current parents in their children's 'review forms' that demonstrate partnerships that are highly-inclusive, consistent and productive. All necessary policies and procedures, necessary for the safe and efficient running of her childminding business, are in place and are shared with parents. As a result they are able to make informed choices about their children's care.

The childminder is fully aware of the strengths of her setting and areas for development. She evaluates her practice critically and involves parents and children in her assessments. The childminder is committed to her own professional development and has attended numerous training courses to further her childcare skills and knowledge. She is a member of the local childminding network and through working with the network support worker has made changes to the way that she records her activity planning in order to help her more effectively to meet children's individual needs.

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

The childminder effectively supports children's learning and development through the provision of an extensive and varied range of activities and resources that are interesting, fun and stimulate their curiosity. Children are able to self-select from a wide-range of toys and have fun, using their imagination based on their own and imagined experiences as they undertake role play activities such as wearing police and pirate headwear. Children's interests and preferences are respected and the childminder plans for their individual learning, putting in place adult-led activities

that help children make progress in all areas of learning. She systematically observes and assesses children's learning in order that she can plan accurately for the next steps in their learning and development. These observations are shared with parents and regular reviews are carried out during which parents are actively encouraged to contribute. This ensures that they are fully-involved in their children's learning and helps the childminder to plan activities that are purposeful and stimulating. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future to contribute to their economic well-being.

Children's vocabulary is developing exceptionally well. The childminder is actively engaged in children's play and asks questions to challenge their thinking. She encourages children in child-initiated activities, such as matching games. During a card-game of matching 'opposites', children confidently talk about the game, naming opposites such as happy/sad, asleep/awake and big/little. Children, as well as the childminder, look for opportunities to extend activities. They ask to count the number of pairs in the matching game and confidently count past ten, with support from the childminder when they start to struggle. This helps children to persist with activities of their own choosing, develop their counting skills and promotes a sense of achievement when they succeed.

Children behave exceptionally well and show care and respect for each other, comforting others when they are upset by bringing them toys to play with and saying 'don't be sad'. The childminder encourages good behaviour very well, using verbal praise to congratulate children's efforts and good behaviour. Consequently children are developing excellent confidence and self-esteem. Children are learning about the wider world through the childminder's positive attitudes to diversity. She provides children with resources that show positive images of culture, disability and gender. When playing with small-world play-people from around the world the childminder talks to children about the countries, explaining to children that some countries are hot and talking about the clothes that they wear.

Children have excellent relationships with the childminder and are totally at ease in her care, enjoying cuddles with her and readily asking for support with activities that they have initiated themselves. Children are developing a strong sense of belonging because consistent routines are followed throughout the day. The childminder is sensitive to children's absorption in activities and gives notice of when activities must end, for example, because they need to go to collect other children from nursery. In addition to trips to and from school, children are learning about the world around them through outings to local places of interest, such as the library and local park. When on outings they are helped to learn about road safety in order to keep themselves safe and are able to take part in active physical play in order to develop their physical skills. Individual needs are met well with regard to rest and sleep. Children's dietary needs are met by their parents as they provide all meals for their children. Children are helped to learn about the importance of good hygiene after toileting and before eating.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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