

Inspection report for early years provision

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Inspection date	14/12/2010
Inspector	Deborah Kerry
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 1996. She lives with her husband and two children in a town a few miles outside the city of Norwich, Norfolk. All areas of the childminder's house, except for the bedrooms and utility room, are used for childminding and there is a fully enclosed garden for outside play. The property is accessed via a step.

The childminder is registered to care for a maximum of six children at any one time and she is currently minding 13 children under eight years all whom attend on a part-time basis. The childminder also cares for children who are over the age of eight years. This provision is registered by Ofsted on the early years register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children's welfare, learning and development are fully supported and their individual needs are met well. The childminder generally ensures that she works closely with parents so that all children's individual interests and needs can be provided for and are fully understood. The childminder has clear systems in place to review and evaluate her practice to ensure all children are fully supported and has identified areas to maintain continuous improvement. She has implemented clear procedures to support the learning and development of children in the Early Years Foundation Stage well.

What steps need to be taken to improve provision further?

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

- develop partnership working further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records and the exchange of information with other settings minded children attend to ensure their learning and development is fully supported

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding regarding safeguarding procedures to ensure that children's welfare is a high priority. She has attended safeguarding children training to develop her knowledge to support children's welfare. Written policies clearly state the steps to take should she have concerns about the welfare of a child. The childminder has clear risk assessments in place for all areas and the equipment, for both inside and outside of the home. These are reviewed each month and reflect the childminder's commitment in maintaining children's welfare

and safety. Risk assessments for each outing are completed which ensures that children's safety is maintained when away from the home. The childminder ensures that the premises are secure which means that children cannot leave them unsupervised. Children practise the evacuation procedures on a regular monthly basis. This is effective in helping them to develop the knowledge of how to keep safe in an emergency.

The childminder has developed close relationships with parents of minded children. This helps children to feel safe and secure when in the childminder's care. They exchange information each day on the children's day to day care needs. The childminder speaks to parents each day when children are collected to keep them informed on the activities they undertake when in her care. Parents do not fully share what they know about their child's development with the childminder. This means that they are less involved with their children's learning. Children are provided with a range of resources and undertake activities in the home to extend their knowledge on diversity and the beliefs of others. The childminder has developed good relationships with staff at other settings minded children attend. She receives regular newsletters that help her to keep her informed about the events and activities children undertake. She has regular meetings with staff to discuss children's progress. However, there is no evidence to show how children's learning is fully supported between the two settings. Children undertake a range of activities around other cultures and celebration to help them develop a good understanding on the beliefs of others. The childminder organises her home so that children are able to make independent choices in the resources and activities that they play with.

The childminder has undertaken an evaluation on her practice and has implemented clear systems to support the learning and development of children in the Early Years Foundation Stage well. She has clearly identified areas for development to maintain continuous improvement. Parents have provided positive written feedback on the care and learning that the childminder provides for their children. Older children have also completed questionnaires to say what activities they enjoy doing best when at the childminders. This shows that their views are valued and can then be used to implement any changes, or suggestions to improve her practice. The childminder attends regular training to develop her practice and fully promote children's ongoing learning and development.

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

The childminder ensures that children are well cared for and their nutritional needs fully met, as she shares her healthy eating policy with parents. She ensures that food provided by parents is stored appropriately. The childminder has in place clear policies and procedures to fully promote children's health and medical needs. Children have access to physical play each day. They are able to access the garden to promote their physical development well. Children are developing a good understanding on hygiene routines, as they wash their hands before eating and use an anti-bacterial gel to remove germs after using tissues to blow their noses.

Children develop an understanding of problem solving and numeracy as they count how many sandwiches they have and how many bites it takes to eat them. Through playing with electronic toys and by pressing buttons to hear the sounds and music they make children are beginning to learn about basic technology. Children's hand and eye coordination is supported as they use water to paint and print shapes on a magic mat where different colours appear when the mat is wet. Children learn about change as the colours disappear when the water dries out. The childminder interacts with children well to develop their language and communication skills. When out walking the childminder teaches children to look both ways when crossing the road. This ensures that they are developing skills for the future and a strong sense of how to keep themselves safe. The childminder attends activities and celebrations at other settings minded children attend. This shows how she continues to support children's development around the beliefs of others.

The childminder undertakes regular observations on children in the Early Years Foundation Stage. She records the activities they do and what they have achieved. These are clearly linked to the six areas of learning to show that children are receiving a broad and balanced range of play opportunities, to support their ongoing learning and development. She has clearly identified the next step in their learning to ensure that children continue to make good progress.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

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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