

Inspection report for early years provision

Unique reference number	250930
Inspection date	11/01/2011
Inspector	Deborah Kerry
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 has been registered since 1994. She lives with her husband and one adult child in a small village near to the town of Thetford. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The property is accessed via a step.

The childminder is registered to care for six children at any one time and is currently minding 10 children all of whom attend on a part-time basis. She also provides care for children over eight years. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school to take and collect children. She is a member of the National Childminding Association. The childminder has two cats as pets.

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 met well. The childminder ensures that she works closely with parents so that all children's individual interests and learning needs are understood. The childminder has good systems in place to monitor and evaluate her practice to ensure children's health and safety are fully promoted. She has implemented procedures to support the learning and development of children in the Early Years Foundation Stage well. She has evaluated her practice and has identified areas for development so that continuous improvement is maintained to benefit children.

What steps need to be taken to improve provision further?

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

- review the planning and assessment to ensure the next steps can be identified to support children's future learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding children procedures to ensure that children's welfare is a high priority. She has attended training and ensures that this is regularly updated so her knowledge is fully maintained. 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. This reflects the childminder's commitment in maintaining children's welfare and safety. She undertakes weekly and monthly checks for different areas in the home and garden and to maintain the cleanliness of resources and equipment. Risk assessments for each outing are completed, ensuring children's safety is maintained when away from the home. The childminder ensures that the premises are secure and children cannot leave them unsupervised. Children practise the evacuation procedures on a regular basis. This is effective in helping them to learn how to keep themselves safe in an emergency.

The childminder has developed good relationships with the parents of minded children. This helps children to feel settled and secure when in her care. She keeps parents fully informed about their child's learning and development through daily verbal feedback. The childminder has in place a range of policies and procedures to support her good practice which she shares with parents. Children are able to self-select resources as the childminder ensures that they are stored within their reach. This promotes their independence and ensures that all children are able to make choices about what they play with. Parents share their child's achievements at home with the childminder. She records this in their diaries to ensure that she is kept fully up-to-date with any developments in their learning. The childminder has regular exchanges of information with teachers at school minded children attend. This ensures that she is kept updated on their interests, learning and development needs which she in turn passes on to parents.

The childminder has reflected on her practice and has clearly implemented procedures to support the learning and development of children in the Early Years Foundation Stage well. Parents have provided positive written feedback on the care and learning that the childminder provides for their children. Parents and children have both completed questionnaires on the care and learning they receive in the childminders care. This can then be used to implement any changes or improvements to her practice to meet their needs. The childminder has in place a daily checklist to ensure her practice promotes children's health and safety.

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. Children's independence is fully promoted as they are supported in managing their own toileting needs. The childminder has in place policies and procedures to effectively promote children's health and medical needs. Children have access to physical play each day. They are taken on walks to the park close by and use large play equipment to promote their physical development well. The childminder sings a hand washing song with children to help them learn why they need to wash their hands before eating and after using the toilet. This helps them to develop an understanding of good hygiene practices and how to keep themselves healthy. Children are taken on regular outings within the local community to develop their understanding on the

world around them and their environment.

Children are confident communicators; the childminder interacts well with children to promote their speech and language skills well. Children bring books from home to share with the childminder and she reads them stories to promote their interest in books and their early reading skills. The childminder asks them questions about pictures in the story to promote their thinking skills and language development. She uses mathematical language with children as they play a game of snakes and ladders; they talk about going up the ladders and down the snakes. Children are learning to wait and take turns as they play games. The childminder helps them to learn the rules of the game and expected codes of behaviour. Children's creativity is promoted as they paint pictures and create hand prints; she talks about the different colours children use and the brushes help develop children's hand and eye co-ordination in supporting their early writing skills. The childminder provides children with challenge and supports their learning well so they are able to make good progress in their learning and development.

Children undertake a range of activities to support their knowledge on the beliefs of others throughout the year. Children have access to resources that reflect positive images on diversity to help develop their understanding on the cultures 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. However, the next step in their learning has not been identified to ensure that they are fully supported with their future learning. The childminder clearly links the observations to the six areas of learning to reflect that they are provided with a range of resources and activities to support their all round learning well.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----