

Inspection report for early years provision

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Inspection date	19/01/2011
Inspector	Melanie Calway
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.

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Description of the childminding

The childminder was registered in 1997. She lives with her husband, and one child, aged 17, in Hunstanton, Norfolk. Another child is away at university and comes home for the holidays. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The family has five dogs which are kept mostly in a utility area and at times in an outdoor kennel.

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.

The childminder collects children from school and takes children on regular walks to local parks, the beach and to feed the ducks. She also uses her car to drive them to a nearby toddler group. 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 they are offered a stimulating range of activities. The childminder has a very good knowledge of their development and uses her knowledge to help all children to progress. Information about children's learning and development is shared with parents who provide examples of their children's achievements. The childminder reflects on her practice and is aware of the areas she needs to develop.

What steps need to be taken to improve provision further?

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

- use observation and assessment more consistently to plan for each child across all the areas of learning
- improve the record of risk assessment to cover everything with which a child may come into contact
- increase opportunities for children to use information and communication technology and programmable toys to support their learning.

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 appropriate checks. The childminder has

a clear safeguarding policy and understands her responsibility to refer any concerns she may have about children's welfare. She has undertaken training on safeguarding and keeps all the relevant information to enable her to act appropriately. The childminder supervises children well and encourages them to learn about safety issues so they are able to behave responsibly. A record of risk assessments is in place and covers most areas of the large house. When changes occur she keeps parents informed. However, the record of risk assessment does not cover all aspects, for example she does not include in her record how she ensures that the dogs are managed safely. Children are kept safe when they go out as risk assessments have been done for each type of outing. The childminder has good procedures for outings and children learn how to be aware, look out and stop for cars when they walk down the lane. Fire prevention equipment is in place, such as interlinked smoke alarms and a fire extinguisher, and an evacuation procedure is practised so that children learn how to get out of the house safely in the event of a fire or emergency.

Children have plenty of space to spread out and play comfortably in the large kitchen and in a dedicated play room, which is attractively decorated with photographs and posters. Resources are arranged in here at children's level so they can freely select items and put them away again. The childminder values children as individuals and encourages them to develop care and respect for each other. The childminder has a close and friendly relationship with parents and exchanges information on a daily basis about how children are progressing. The childminder has good links with local providers and is aware of the need to share information about individual children when they attend other settings to ensure effective continuity and progression. She keeps up-to-date by reading relevant publications and reflects on her practice to identify areas for improvement.

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

Children make good progress in the childminders care. They are very settled and confident. She knows them very well and is aware of their stage of development. She uses her knowledge of them to plan opportunities for them to practise skills and extend their learning. Children who are interested in cars are provided with opportunities for playing with cars and making tracks. Children are encouraged to come to terms with their fears by sensitive handling of situations, allowing them to develop confidence at their own pace. Although planning is based on what the childminder has observed about individual children, observations are not always used consistently to plan for each child across all the areas of learning.

Children are very confident in communicating with the childminder. They are very curious, ask questions and engage in lots of conversations. The childminder talks to them sensitively asking open-ended questions to encourage their language and thinking skills. Children learn how to write for a purpose as they make lists of ingredients before they make play dough. Books are easily accessible and children enjoy stories, cuddled up on the sofa. Children learn to count as they prepare the ingredients for cookery and hold up their fingers showing an awareness of

numbers. They learn about mathematical concepts when they cut the play dough into half.

They use their imaginations as they engage in role play and prepare a picnic or look after their dolls. They make things at the kitchen table and craft resources are easily accessible. Children develop high levels of confidence and self-esteem as they are given choices and fully involved in the setting. Their independence is fostered particularly well with children fetching their own plates and cups for snack time and responding readily to simple instructions and fetching items to make the play dough.

Children learn about the world around them through regular interesting trips to see the animals, feed the ducks or visit the nearby beach where they have lots of opportunities to explore and investigate in the sand. They like to watch machinery on the beach and see the lifeboat station. Opportunities to become familiar with information and communication technology and programmable toys are limited. Children develop physical skills as they go on long walks or visit local parks to use large equipment or develop ball skills outside.

Children's health is promoted well. They enjoy a healthy breakfast of wholemeal toast or bagels. The childminder works with parents to ensure that children benefit from healthy routines. Children are learning about how to live a healthy lifestyle as the childminder gives them explanations and encourages them to make healthy choices. They wash their hands before they eat and after they use the toilet. They have regular walks and outings and so have plenty of fresh air. Children develop a good understanding of how to keep safe as they take on responsibilities, supported by reminders and explanations from the childminder. For example, they know that they must be very careful when they use a sharp knife or when they carry the glass bowl, because 'it might break'. They learn how to drop and roll in the event of a fire. Children of different ages play well together and learn how to respect each others' needs. The childminder reminds them of the benefits of working together and gives them positive reinforcement. Children behave well because they are interested and motivated by the range of activities on offer and because they are able to be independent. They are learning skills for the future as they progress in all areas of learning and develop positive relationships.

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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