

Inspection report for early years provision

Unique reference number	256211
Inspection date	16/02/2011
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 in 1990. She lives with her husband and adult son and daughter in a south Norfolk village, near Diss. The whole of the ground floor, except the main bedroom and first floor are used for childminding. There is a fully enclosed garden for outside play. The premises are accessed via a step.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, most of whom attend on a part-time basis. The childminder also offers care for children aged over five. The childminder also provides overnight care for two children. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

She is able to provide care for children with English as an additional language. The childminder is able to take and collect children from local schools and pre-schools. The family keeps three dogs, one cat and a variety of smaller animals which minded children have access to.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage age group have the majority of their learning and development needs supported by the childminder. The childminder knows the children well and plans a range of activities to fully support their individual needs. The childminder has developed good relationships with parents and other practitioners to ensure that most of children's individual care and learning needs can be supported. The childminder is developing procedures to evaluate and monitor her practice and has identified areas for development for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop partnership working to provide opportunities for parents to share in their children's learning and consider ways of liaising with other settings the children attend to ensure continuity of care and learning
- develop further the observations and the systems for monitoring children's progress so the next steps in their learning can be identified.

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 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 regular checks to maintain the cleanliness of resources and equipment. Risk assessments for each outing are completed, ensuring children's safety is fully 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 inline with requirements and is effective in helping children to develop an awareness on how to keep themselves safe in an emergency.

The childminder has developed good relationships with the parents of the 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 do not take the opportunity to add comments to children's learning journal records, on their child's achievements at home to keep the childminder fully up-to-date with any changes. The childminder has developed good relationships with other practitioners of settings that the children attend. However, a system to exchange information and ensure that she is kept updated on their interests and learning is not fully in place.

The childminder has begun to implement the Early Years Foundation Stage requirements well. She has put in place clear systems to support children's learning and development successfully. The childminder regularly attends additional training to extend and develop her knowledge to benefit children. She has recently completed a Level 3 qualification in early years. This demonstrates her commitment in improving and developing her knowledge for continuous improvement. The childminder has a check list in place on areas for development to help support improvements. She is booked to attend training in improving quality to further develop the process for evaluating her good practice.

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

The childminder works closely with parents to ensure that children's individual dietary needs are fully supported. The snacks and meals the childminder provides

include a range of fresh fruit and vegetables to promote children's healthy growth and development. Children are learning good personal hygiene routines, as they know to wash their hands before eating and after touching the family's pets. Children use individual towels to dry their hands to effectively promote their health and ensure that there is no risk of cross-infection. Children have regular access to the garden to promote their physical development. They can climb and run outside and are taken on regular outings within the local community. This helps to develop children's understanding on the world around them and their local environment.

The childminder plans a range of weekly themes and topics for children to support and extend their learning. 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 supports children with English as an additional language as she obtains words in their home language to support the topics she is covering. This helps children to feel included and valued. Each child has their own learning journal records. The childminder uses these to record photographs she takes of the children. These are clearly linked to the six areas of learning to show that children are provided with a broad and balanced range of activities. However, the next step in the children's learning has not been identified to ensure that they are all fully supported in making good progress in their development.

The childminder interacts well with children to promote their speech and language skills well. Children are able to find their name on their own hand towel when they have washed their hands. This reflects that they can recognise the printed word and that their early reading skills are supported. The childminder asks them questions about their play to promote their thinking skills and language development. Children are keen to learn and find out new things as they question everything that the childminder does. The childminder uses positional language with children as they play with trains. She talks about 'pushing the train under, then over the bridge'. Children use tools to roll and cut play dough and talk about what shapes they have made. Children's independence and self-care skills are supported as the childminder encourages them to do things for themselves as they confidently demonstrate how they can put on their own slippers.

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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