

Inspection report for early years provision

Unique reference number	EY416924
Inspection date	02/03/2011
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 2010. She lives with her husband and three-year-old son on the outskirts of Norwich. All areas of the downstairs of the property, plus one bedroom upstairs, are registered for use by minded children. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of three children under the age of eight years at any one time. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for four children on a part-time basis. All of the children are in the early years age group. Overnight care is not provided.

The childminder holds an appropriate Level 3 childcare qualification and is a member of the National Childminding Association.

The family has a cat as a pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and stimulating environment which helps children to be happy and settled in her care. Children make rapid progress in their learning and development as the childminder has a good awareness of the Early Years Foundation Stage and implements it effectively to promote inclusion and meet children's individual needs. Partnerships with parents are effective to promote continuity of care and she has established some links with others who provide care and learning for the children. All policies necessary for the safe and efficient running of the setting are in place and requirements are met with regard to health and safety. The childminder has effective arrangements to identify the strengths of her setting and areas for development in order to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the arrangements to promote parents' involvement in their children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding issues. She has a comprehensive written safeguarding policy that describes the procedures she would follow if she had concerns that a child was being abused or

was at risk of abuse. These procedures meet the Local Safeguarding Children Board guidelines to ensure that children's welfare is protected. Comprehensive risk assessments are carried out for indoor and outdoor spaces used by children. Risk assessments are also carried out for all outings to ensure that community facilities used by them are safe and that any risks are identified and managed. The environment is organised effectively to meet children's individual needs and an extensive range of toys and resources are provided which are stored to enable children to access them independently.

Each child's development and learning needs are recognised and catered for in consultation with parents. Useful information is gathered from parents and, where possible, from the children to establish starting points, likes, dislikes and preferences. All necessary written parental permissions are in place to promote children's health and safety and information about the child's day is shared. Current procedures to encourage parents to be actively involved in their children's learning and development are not robust but the childminder is planning to introduce regular reviews of children's learning. This will include children's individual development folders being shared with parents. They will be encouraged to contribute ideas for their children's progress and this information will be used to help plan for the next steps in the children's learning and development. The childminder has made effective links with others who provide care and learning for the children to promote their achievement and well-being.

The childminder recognises the importance of self-evaluation to identify the strengths of her setting and areas for development. She evaluates her practice critically and is committed to improvement. As a result of her early childminding experiences, she has made changes to her practice, such as, the way that she documents children's learning to enable her to more effectively record observations of their play. The childminder has put in place procedures to seek the views of parents through the issuing of a questionnaire. She is waiting for the return of some questionnaires to enable her to analyse their opinions and address any concerns.

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

The childminder knows the children very well. She observes and assesses them as they play and plans for the next steps in their learning, ensuring that learning experiences are balanced to promote all six areas of learning. Records of children's development are recorded using formal written observations and photographic evidence. The childminder meets the learning and development needs of children well. She provides an exciting and stimulating range of adult-led and child-initiated play that is based on children's interests and stage of development. For example, in response to children's interest in their senses, the childminder planned an activity where children were encouraged to smell scented water in bottles and identify the smells, such as, vanilla and strawberry. Their continuing interest has been extended to include bathing the dolls using water that has been scented with vanilla essence.

The childminder supports the play and learning of children effectively and is actively engaged in their play, planning and suggesting activities that promote their interests. She recognises when children lose interest in an activity and readily changes to another one, promoting conversation and encouraging children to make decisions about their play. Children enjoy stories and join in enthusiastically with familiar text. They look at the illustrations with the childminder and talk about them, noticing colours of items in the illustrations and making links to the colour of their own toys and counting the number of items. The childminder continues this through routine situations, such as preparing snacks. Children are encouraged to help prepare foods and are learning about good personal hygiene, such as, washing their hands before handling food. They enjoy washing the grapes and count how many they want in their bowls, older children counting up to 10 with adult support.

Children are encouraged to share and take turns. They sometimes play harmoniously, working together to build an enclosure using plastic bricks for the small-world cars, and are developing self-confidence, exploring technology, such as digital cameras, and taking photographs of the enclosure that they have built. 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 enjoy being outdoors and the childminder promotes outside play. She encourages them to play on scooters, taking them into the alleyways at the back of the premises so that they are able to have plenty of space to practice using the scooters and be active. When in the alley, they are taught to keep themselves safe, watching out for the possibility of broken glass and staying close to the childminder. Children are taken on regular outings into the local community where they are learning about their environment and the natural world. Children are helped to learn about the wider world through activities that promote positive images of culture, disability and gender. Children have excellent relationships with the childminder and she treats them with genuine warmth and positive regard. Unwanted behaviour is managed sensitively, taking into account children's age and stage of development. Good behaviour and individual effort are praised, promoting children's self-esteem and helping them learn right from wrong.

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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