

## Inspection report for early years provision

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<b>Unique reference number</b>	256408
<b>Inspection date</b>	11/03/2011
<b>Inspector</b>	Lindsey Cullum
<b>Type of setting</b>	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 1987. She lives with her husband and one child aged ten years, a village close to Wroxham, Norfolk. The whole of the back part of the childminder's home, plus one bedroom upstairs is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family keeps chickens and turkeys within a separate area of the garden.

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 five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. On occasions, the childminder works with an assistant. When working together they may care for a maximum of eight children under eight years, of whom no more than six may be in the early years age range. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register.

The childminder is a member of the National Childminding Association and part of the Norfolk Quality Assurance Scheme.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well provided for in the Early Years Foundation Stage and are making good progress in their learning and development. They relish their time at the childminder's house and parents are extremely satisfied with the standards of care and learning. The childminder knows the children well and uses this knowledge to help them feel nurtured and highly valued. A key strength of the setting is the childminder's use of the outdoor, natural environment to enhance children's learning. The childminder follows appropriate procedures to ensure children's safety and welfare is promoted and generally shares these with parents. Partnerships with parents and other settings are generally effective in ensuring all children are included and consistent care and learning is provided. The childminder strives hard to continuously improve her practice using reflection and evaluation.

## **What steps need to be taken to improve provision further?**

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

- ensure information is fully accessible to parents regarding complaints and the childminder's complaints and safeguarding policies
- develop further the systems to share information about children's individual learning and development when children attend more than one setting or are progressing to school, to ensure consistency.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of her role in safeguarding children and is confident to put procedures into practice where necessary to protect children. She has a written policy on safeguarding, a complaints procedure and record, however these are not readily accessible to parents should any concerns arise. The childminder ensures that all adults living on the premises or assisting in the care of the children has undergone the required vetting procedures and that children are not left alone with any other person. Children's safety is given high priority. Thorough risk assessments are carried out on all areas of the home, the resources and equipment to ensure children's safety and welfare at all times. Furthermore, detailed risk assessments are undertaken before outings which enable the children to take part in an additional range of interesting activities including trips to the park, woods, beach and pre-school settings with their parents being assured risks have been considered and reduced accordingly. Considerable care has been taken within the setting to accommodate children's play and to provide them with a safe, secure and welcoming environment. The playroom is child-centred and enables children to make their own choices about what they would like to play with from and wealth of good quality, accessible resources.

The childminder is strongly committed to improvement and her own professional development. She is currently completing a relevant childcare qualification and attends shorter training courses to update her knowledge and skills. The childminder has a secure understanding of the Early Years Foundation Stage, is successful in supporting each child's development and gives priority to meeting each child's needs. Children see positive images of diversity in the easily accessible resources, such as, the books and toys they handle everyday. Self-evaluation is accurate and the childminder modestly evaluates her strengths and recognises the scope for further development to improve the outcomes for children.

The childminder works closely with parents and there is a regular flow of information between parents and the childminder ensuring that routines are followed and children's specific needs are met. Parents provide valuable information about their children when they start which the childminder uses to help children settle. Daily communication keeps parents fully informed about the day's events and children's progress. The childminder asks parents for their views on the care and education provided to ensure her provision is responsive to their views. Parents speak highly of the childminder and really appreciate how flexible she is in meeting the children's and families' needs, ensuring children are safe and happy. Partnerships with other childcare professionals are developing well and the childminder meets with other childminders at training events and the local childminder support group. Although she has developed some links with most of the other early years settings and schools that children attend, the childminder recognises that this is an area she can develop further to enhance continuity in learning and development.

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

Children are happy, confident and there is a warm relationship between the childminder and each child. The childminder has a thorough knowledge of each child's needs, interests and abilities and she uses this to successfully support individual children. From an early age, children can freely access a wealth of age-appropriate and stimulating resources. They eagerly select what they would like to do and the childminder is skilled in following their lead. Children's artwork, brightly coloured posters and interesting pictures cover the walls of the playroom, contributing to children feeling welcome and experiencing a strong sense of belonging. The childminder has compiled 'special books' for each child, containing written observations and photographs relating to their achievements. She links her observations successfully to different aspects of the Early Years Foundation Stage and identifies children's next steps for learning. The childminder uses this information when planning weekly activities and setting out resources to ensure that each child is offered a challenging and varied range which promotes their all-round development and learning.

Children develop social skills which equip them well for the future. They communicate confidently with the childminder and demonstrate an increasing vocabulary. The childminder asks simple questions which encourage older children to think and voice their opinions. Children's imaginations are actively stimulated. They delight in playing in the role play area which is currently set up as a cafe and access additional resources to add to their play, such as dressing up costumes. A wealth of opportunities are provided for children to mark make. They write or draw on the large blackboard sited on the playroom wall or select pens, pencils and paper from accessible storage. Numbers are displayed throughout the provision and children have many opportunities to count during everyday activities such as how many puzzle pieces are left. They look at shapes and are beginning to learn simple mathematical concepts. Children persevere well at chosen tasks, for example, puzzles, and enjoy the challenge of completing those which stretch their skills, knowing the childminder will provide high levels of support. Children beam with pride at their achievement. The childminder is skilled at adapting children's spontaneous play in to learning opportunities. For example, when children choose to make pictures using felt shapes the childminder talks to them about the different parts which make up trees, the weather outside, the animals and insects they select to put in to the picture and whether these may be hibernating at the current time, promoting children's understanding of the natural world.

A particular strength of the provision is the childminder's commitment to using the outdoor environment for exploration and learning. The childminder grows vegetables in her garden which the children help water and harvest. Children help to feed the chickens and collect the eggs and are learning where their food comes from. A natural area has been created using logs which the children enthusiastically explore for bugs and insects. They collect and observe the insects through magnifying glasses and are able to refer to boards around the garden which help to identify some of the creatures they might see. Regular outings considerably promote children's understanding of the natural world. Children

attend an outdoor pre-school group and frequently visit the beach where they explore seaweed, sand, pebbles and find sea-life in the rock pools.

The childminder is effective in supporting children's good health and well-being. Children develop a clear understanding of the importance of following good personal hygiene routine. They are reminded to wash their hands at appropriate times and posters in the toilet area reinforce good practices.

Meals are provided in accordance with parents' wishes and children's likes, dislikes and any dietary needs are sensitively catered for. Vegetables grown in the childminder's garden or eggs collected from the chickens are incorporated in to meals where possible. Children benefit from daily fresh air and exercise. They frequently walk, visit the park or play in the childminder's garden. A good range of resources promote children's physical skills as they enthusiastically climb, balance, jump, run and slide. Children are learning to keep themselves safe as the childminder introduces safe practices. Resources which enable children to practice safe road crossing procedures as part of their play are provided and children regularly take part in fire drills, contributing to their ongoing safety. The childminder is a good role model and provides high levels of support and guidance. She helps children to manage their own behaviour and they learn to share and take turns. As a result, children feel valued and develop positive skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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