

## Inspection report for early years provision

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<b>Unique reference number</b>	259569
<b>Inspection date</b>	21/03/2011
<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 2001. She lives with her husband and two children aged 16 and 14 years in Thorpe Marriott, Norfolk. The whole of the ground floor, plus one bedroom and the bathroom on the first floor of the property 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 has a dog and a rabbit.

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 eight 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. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder holds a relevant childcare qualification. She is a member of the National Childminding Association and is a member of the Norfolk Network. The childminder provides funded early education for three and four-year-olds.

## **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 whilst in the care of the childminder. Their individuality is recognised and nurtured by the childminder who has a good knowledge of their interests, capabilities and family circumstances. Effective policies and procedures are followed which ensure the children's safety and well-being. Excellent partnerships are developed with parents and effective systems are in place to link with other providers in order to consistently support children's learning. The childminder uses reflective practice to assess her strengths and areas for development, in order to raise standards and improve 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 systems to share information about children's individual learning and development when children attend more than one setting, to ensure consistency.
- promote the health of children further by ensuring they consistently adopt good hand-washing practices.

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

The childminder demonstrates a sound understanding of her role in safeguarding children. She is clear about procedures in order to protect children from abuse and has a clear, written policy which she provides for parents, to ensure that children's welfare is fully supported. The childminder ensures that all adults who live within her home have undergone the vetting process and that children are not left with any other person. Children's safety is given high priority. The childminder conducts thorough risk assessments of the home, resources, equipment and specific activities such as cooking to ensure children's safety and well-being at all times. Furthermore, robust risk assessments are undertaken before outings which enable the children to take part in a variety of activities including pre-school music sessions, trips to the park or library with potential risks identified and minimised. The childminder thoroughly checks the safety of her home each day before children arrive, providing reassurance to parents that their children are cared for in a safe and suitable environment. Care has been taken within the setting to accommodate children's play. Resources are set out daily which entice the children to explore and engage in a range of activities of their own choosing. Equipment is of good quality and well-maintained to fully support children's different stages of learning and development. The childminder provides a welcoming and inclusive environment for all children and their families. She is fully aware of children's needs and tailors her care to meet the needs of individual children.

The childminder demonstrates a professional and dedicated approach to childcare. She holds relevant childcare qualifications and attends further training and workshops to develop and update her knowledge and skills. Alongside this she is an active member of the local childminding network and works closely with other childcare professionals in order to keep up-to-date with current childcare practices. The childminder has a secure understanding of the Early Years Foundation Stage and is registered to provide Early Years funded places. Self-evaluation is accurate and the childminder modestly evaluates her strengths and recognises the scope for further development to improve the outcomes for children. She actively seeks feedback from parents and children and is responsive to their views.

The strength of the partnership with parents contributes considerably to the quality of the care the children receive. The childminder gathers valuable information from parents about each child prior to the commencement of care in order to plan sensitively for their arrival. Parents are provided with a wealth of information including policies and information on the observation and assessment process which keep them extremely well informed. Children's ongoing progress is frequently shared and parents regularly view and contribute to their children's assessment records. Plans of forthcoming activities are displayed on the noticeboard and parents provide resources or share their experiences with the childminder, ensuring their full involvement. Parents are very complimentary of the care provided and the progress their children are making. Although the childminder has developed links with most of the other early years settings and schools that children attend, she recognises that this is an area she can develop further to enhance continuity in children's learning and development.

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

Children are happy, confident and settled in the childminder's care. They enjoy a varied and interesting range of activities which the childminder skilfully adapts to enable all children to participate at their own level. The childminder has devised an effective system for observing, assessing and recording children's progress. Observations are used to note children's interests and develop individual learning plans from which the childminder plans forthcoming activities so that all children achieve the next steps in their learning. Assessment records are a compilation of a variety of children's work, photographs and written observations as well as contributions from parents so this is a shared process. The childminder knows the children well and has a good understanding of their home life. This ensures children's families are valued and consequently children talk easily about their home lives and special events. Planned activities incorporate many innovative ideas to enhance children's learning. For example, as an introduction to the planting and growing theme the childminder provides a basket of fruit and vegetables for the children to explore. Children were able to identify the more familiar fruits such as those they enjoy at snack-time. The childminder encourages children to explore the texture, smell and sound of the items, in particular the coconut, developing their senses. She identifies those the children do not know such as aubergine or mango and talks about which grow in the ground or on trees, promoting children's understanding of where their food comes from. Seeds are introduced to the discussion and children explore the smooth texture of the beans they will be planting later in the garden.

Children develop good social skills which equip them well for the future. They enjoy playing together and chat freely during their play. Children 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. They readily count during activities and are beginning to understand simple mathematical concepts such as comparing size, length and weight. Children concentrate well on chosen activities and demonstrate a real pleasure in the activities available. They eagerly draw and colour, proudly showing their completed pictures. The childminder provides weekly cooking activities, aware this is an activity particularly enjoyed by the older children she cares for after school. Children bake biscuits or cakes, make pizzas and fudge. Children engage in their own imaginary play, enjoy dressing up and role play. They find a stethoscope to act out the role of the Doctor caring for their poorly friend. Children are extremely kind and considerate. Older children freely help younger ones and play co-operatively. Friendships are evident between children and they have built trusting relationships with the childminder. Children enthusiastically explore a variety of malleable materials such as dough, using tools with increasing skill. Children collect natural materials such as leaves or pine cones which they explore with relish or use within their creative activities.

Children gain a valuable awareness of how to keep themselves safe as the childminder provides them with gentle reminders and clear explanations. Older

children are aware of the need to be careful with resources when younger children are crawling on the floor and they helpfully tidy up so they do not stand on toys and fall. The childminder raises children's understanding of fire safety during regular practice evacuations and of road safety whilst on outings. Children show a strong sense of security and feel safe within the setting because they fully understand the expected behaviours and use these to keep themselves and others safe. They learn how to share with one another as the childminder encourages children to co-operate and respect each other. The childminder generally implements good hygiene practices, for example providing paper towels for children to use in the bathroom. However, before snacks or meals children are provided with wipes to clean their hands which does not fully reinforce good hand-washing practices. The childminder promotes healthy eating by encouraging children to eat fruit for snacks and ensuring that water is accessible at all times. Parents currently provide children's meals which meet their dietary needs. Children develop a positive attitude to exercise as they are provided with daily opportunities to be physically active. The childminder actively promotes equality and diversity and ensures all children are involved, given their abilities and learn to respect and celebrate one another's differences through fun and meaningful activities. The childminder fully recognises effort as well as achievement, and consequently, children develop positive attitudes to learning, gaining many new skills which will help them in later life.

## 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	1
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	1

### 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

<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	1
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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