

Inspection report for early years provision

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Inspection date 30/03/2011
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.

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Description of the childminding

The childminder was registered in 1999. She lives with her husband and two adult sons in a village in Norfolk. The property is within walking distance of local amenities. The whole of the house is used for childminding and there is a fully enclosed rear garden available for outdoor play.

The childminder is registered on the Early Years Register to care for no more than six children under eight years at any one time, with three overnight places. She is also registered on both the compulsory and voluntary parts of the Childcare Register. The childminder currently has 10 children on roll, all of which attend on a part-time basis. Of these, 6 are in the early years age group.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming environment is provided that helps children to be happy and settled in the childminder's care. Policies and procedures, necessary for the safe and efficient running of the setting, are in place and health and safety requirements are met. Partnerships with parents, and others who provide care and learning for the children, are good, promoting continuity of care. The childminder is careful to ensure that all children are included and able to participate at their own level of understanding. The learning and development requirements of the Early Years Foundation Stage are met to a satisfactory level. The childminder is aware of the benefits of self-evaluation to monitor the strengths of her setting and areas for development.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the six areas of learning in order to ensure a balanced curriculum
- develop activity planning to ensure that the next steps in children's individual learning and development are met.

The effectiveness of leadership and management of the early years provision

Children are well-cared for and are effectively supported in their care and well-being. The childminder has a good understanding of the signs and symptoms of abuse and is aware of the procedures that she should follow if she has a concern about a child. A training course in safeguarding has recently been attended to ensure that the childminder is aware of, and having regard to, latest guidance.

Risk assessments are carried out for the home, garden and outings to identify hazards and minimise risks to children. A daily check-list is also completed, resulting in an environment that is safe and conducive to children's learning and development.

All necessary policies and procedures are in place to ensure the efficient management of the setting. These are shared with parents to keep them fully informed about the service the childminder provides and help them make knowledgeable decisions about their children's care. Information is shared on a daily basis and this helps parents to be well-informed about all aspects of their children's achievements, well-being and development. Parents report that they are extremely happy with the service that the childminder provides. Testimonials demonstrate that parents have trusting relationships with the childminder and include comments, such as, 'always provides excellent care' and 'children enjoy spending their time with the childminder'. Parents feel that they 'can go to work happily knowing children are receiving the best care'. In addition, the childminder works effectively with others who provide care and learning for the children. She shares information with them so that any concerns about children's development or well-being can be quickly and effectively managed.

The childminder recognises the importance of self-evaluation in order to identify the strengths of her setting and areas for development. She has completed the self-evaluation form provided by Ofsted and has recently attended a Norfolk County Council workshop 'Promoting Excellence in Early years Settings'. As a result of this workshop she is due to start work on the 'RAG rating' (red, amber, green) system to help her evaluate her practice critically. The childminder is enthusiastic about furthering her professional development and attends relevant training courses, such as, 'inclusion development programme' and 'risk assessment for childminders'.

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

Children have excellent relationships with the childminder and are totally at ease in her care, enjoying cuddles with her and readily seeking support with activities. They are happy and settled and are treated with genuine warmth and positive regard. Children come happily into the setting and separate readily from their main carer. A good sense of belonging is developing and this is enhanced by the childminder who provides children with their own coat peg and labelled cup. Consistent routines are followed, for example children know where to put their shoes when they arrive at the setting and younger children copy the older ones in putting their shoes away. The childminder encourages an ethos of inclusion to ensure that all children are valued, included and able to participate at their own level of development and understanding.

Children are developing skills for the future. The childminder chats to the children about what they are doing, developing their vocabulary and encouraging them to make links to their own experiences, such as, talking about shopping trips and food that children like to eat. She is actively engaged in children's play and

recognises when younger children lose interest in an activity, readily changing to another. Children delight in new and familiar experiences, such as, using metallic mirror sheets to play peek-a-boo with the childminder, squealing with delight when the childminder peeps around the side of the sheet. The childminder responds well to babies 'babbles and gurgles'. She promotes the development of simple, recognisable words.

The childminder observes children as they play and makes effective records of their achievements, identifying the next steps in their learning. However, the childminder does not carry forward information gained from observations to effectively plan activities to promote these next steps. She is not confident about the learning and development requirements of the Early Years Foundation Stage and has a limited awareness of the six areas of learning. Despite this, the childminder knows the children exceptionally well and is able to talk knowledgeably about the children in her care. Her setting is very much child-led and activities provided build on children's interests. The childminder takes children on outings into the local environment and they visit other childminders where they develop friendships with other children. Children are also taken on walks to feed the ducks and trips to the local park, where they can be active and develop their physical skills. Children walk to school and back each day and this also contributes to a healthy lifestyle. When out walking children are helped to learn about road safety and in the childminder's home they practice emergency evacuation procedures to ensure that everyone knows what to do in an emergency to keep themselves safe.

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

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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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met