

## Inspection report for early years provision

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<b>Unique reference number</b>	256582
<b>Inspection date</b>	04/04/2011
<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.

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## **Description of the childminding**

The childminder was registered in 1987. She lives with her husband and their adult son in Sprowston, Norwich. The whole of the ground 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 keeps birds in an aviary in 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 three 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 is a member of the National Childminding Association and regularly attends the local Childminder group.

## **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 while in the care of the childminder. She has a thorough knowledge of each child's needs to make sure that all children are fully included and their needs are met. Methods for observing, tracking and planning for children's learning are evolving. The childminder works in close partnership with parents and has systems to work with other childcare professionals to ensure children's individual needs are met effectively. Most of the required documentation is in place to support children's welfare and safety. The childminder has started to use 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 self-evaluation and the use of reflective practice to identify and target areas for development to further improve the quality of the provision for children
- maintain an accurate daily record of the hours of children's attendance
- develop further the systems for assessment and planning to ensure that children's identified next steps are routinely incorporated in to planning for learning and development and consider ways in which parents can contribute to their children's records.

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

Children are safeguarded as the childminder has a secure understanding of her child protection responsibilities and knows the action to take should she have any concerns about their well-being. The childminder ensures that all adults who live within her home have undergone the vetting process. Thorough risk assessments of the home, garden and any outings ensure that hazards are identified and the risks to children are minimised. Furthermore, the childminder carries out a visual check of the premises before children arrive, contributing to children's safety while in her care. The childminder has thought through her emergency evacuation plan and practised this with the children to identify any difficulties. Some of the required paperwork is not fully in place, for example, the register of children's attendance is not always completed as children arrive or leave, compromising their welfare in an emergency. The childminder is mindful of the quality and safety of the resources available and regularly checks these to protect children from harm.

Children benefit from being cared for by an experienced childminder who clearly enjoys her role. She attends relevant training to update her knowledge and meets regularly with other childminders to share good practice. A set of policies are available to parents and effectively support the childcare practices. The childminder has begun to reflect on her practice and is able to identify the strengths and weaknesses of the provision, however, she is not fully targeting identified areas for development which will bring about further improvement.

The childminder works closely with parents and there is a regular flow of information between them. She gathers clear information from them so that she knows about children's individual interests and needs and can provide consistency in care. Children's ongoing progress is shared informally at the beginning and end of each day. The childminder regularly assesses children's progress and records her observations in individual folders. However, parents have fewer opportunities to contribute to these records to help build a complete picture and assessment of children's learning and development. The childminder works in partnership with others who provide care for the children, for example, information is exchanged with the local pre-school setting to ensure that children's welfare and development continues to be effectively supported.

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

Children are happy, settled and confident. They build caring, trusting relationships with the childminder and relate well to other family members, demonstrating a strong sense of security and belonging within the home. The childminder has a good understanding of children's individual abilities and interests. Children enjoy activities and they take part in a wide range of play opportunities that help them to learn and develop. The childminder regularly observes the children during their play, and records help to identify what the children can do and their next steps for learning. However, the childminder is not systematically using the information

gained through her observations to consistently plan for individual children's learning.

Children's developing independence is very well supported. They select toys they would like to play with, make decisions and take responsibility for their personal care from an early age. Children's emerging language skills are fostered as they talk with the childminder during activities or chat with each other during play. They freely share their ideas or talk about experiences, such as, holidays or birthday celebrations. Children demonstrate their enjoyment of books. Older children pretend to read to their friends using the pictures to create their own elaborate imaginary stories. The childminder develops children's learning by introducing mathematical concepts, such as, counting and number recognition in to their play and through everyday activities. They enjoy games where they ably match pictures and shapes, learning to take turns and play cooperatively. The childminder provides frequent praise and encouragement, promoting children's self-esteem and confidence. They are supported when trying new skills, such as climbing the higher slide, so they are all able to join in according to their abilities. Children relish opportunities to play in the childminder's garden. They delight in riding wheeled toys and demonstrate increasing skill as they cycle small tricycles or manoeuvre scooters along the pathway. Children's coordination is developed as they climb or operate the see-saw. They enjoy games, such as football or bowling, developing their physical skills. Children explore a range of materials, such as, sand in the outdoor sandpit or compost as they plant bulbs. They are freely creative with paint, glue, crayons or play dough, frequently using their own designs.

Children's good health and well-being are effectively supported. The childminder encourages good personal hygiene practices by reminding children to wash their hands after using the toilet or before eating meals. Drinks are accessible to children and they readily help themselves, ensuring they remain well hydrated. Meals are provided in accordance with parents' wishes and there is a good emphasis on healthy eating. Children enjoy a choice of fresh fruit as a snack and their dietary requirements are catered for. Children develop a positive attitude to fresh air and exercise as they frequently walk to school or pre-school and often walk the childminder's dog in the nearby woods. Children gain a valuable awareness of how to keep themselves safe as the childminder provides them with gentle reminders and clear explanations. When out, the childminder talks to children from an early age about the dangers of traffic and introduces safe practices for crossing the road. Children's understanding of the society in which they live is developed through outings and play resources, increasing their awareness of culture, gender and ability. This helps children to recognise, value and respect similarities and differences between themselves and others. Children are learning about the natural world as they take part in planned planting and growing activities and help feed the birds in the aviary at the bottom of the childminder's garden. The childminder helps children to manage their own behaviour and they are learning to share, take turns and play cooperatively. Children clearly know what is expected of them and the house rules are displayed as a reminder to all children. 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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