

## Inspection report for early years provision

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<b>Unique reference number</b>	257990
<b>Inspection date</b>	10/05/2011
<b>Inspector</b>	Jacqueline Mason
<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 10 and 15 years, in close to Norwich, in Norfolk. Access to the childminder's home is via a level pathway. Local amenities are within walking distance of her home. Children have access to the ground floor of her home and a bedroom is available on the first floor for sleeping purposes. There is an enclosed garden available for outdoor play. The childminder walks to local schools to take and collect children.

The childminder is registered on the Early Years Register. She may 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 Foundation Stage (EYFS). She is currently minding nine children in this age range. She also offers care to children over five years of age. This provision is registered on the compulsory and voluntary parts of the Childcare Register. The childminder holds a relevant Level 3 qualification.

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

Overall the quality of the provision is outstanding.

Children are well cared for and effectively supported because the childminder has an excellent knowledge and understanding of the Early Years Foundation Stage and implements it to an exceedingly high standard. Children feel safe, settled and content in the childminder's welcoming and relaxed home and all children are fully included in the routines and activities of the childminding day. The childminder has exceptional relationships with parents and others who provide care and learning for the children so that continuity of care and learning is promoted. All necessary policies and procedures are in place to promote the efficient running of the setting and all welfare requirements are met to a very high standard. The childminder evaluates her practice critically to identify her strengths 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 high quality early years provision the registered person should consider:

- further develop activity planning to ensure a balanced curriculum across all six areas of learning.

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

The childminder is committed to promoting children's welfare. Procedures for safeguarding are highly effective and a robust policy is in place, outlining thorough details of the procedure to be followed if there was a concern that a child was

being abused, or was at risk of abuse. Comprehensive risk assessments are carried out to identify possible hazards in the home, garden or on outings. In addition, a daily checklist is maintained, ensuring that all hazards to children are identified and steps taken to minimise risks. This helps to ensure that children are able to play, learn and develop safely. The environment is relaxed and welcoming, resulting in children thriving and developing a strong self-confidence and sense of belonging.

Equality and inclusion is at the heart of all that the childminder does with the children. She is highly effective in ensuring that all children are able to participate and readily adapts activities to take into account individual children's interests and abilities. Each child's individual care needs are met exceptionally well because the childminder has developed trusting and meaningful relationships with parents. She gathers useful information from parents when children first attend the setting in order to establish consistent routines with regard to sleep and rest. Children's dietary needs are met by their parents as they provide meals and snacks for their children.

The childminder has developed highly effective arrangements to help parents be involved in their children's learning and development. She shares information with them verbally on a daily basis and keeps written diaries to which parents are actively encouraged to contribute. In addition, the childminder promotes opportunities for parents to bring their skills and interests into the setting and participate in activities with the children, such as, leading baking activities and going on nature walks to pick fruit. Parents report that they are delighted with the service that the childminder provides. Testimonials include comments, such as, the childminder 'strives to provide a first class service to all of the children in her care at all times and I would have no hesitation in recommending her services to those seeking an efficient, positive and quality childminding service'. The childminder has excellent partnerships with others who provide care and learning for the children and this helps to ensure the effective promotion of children's achievements, well-being and development.

The childminder is fully aware of the strengths of her setting and areas for development. She effectively uses the Ofsted self-evaluation form and the local authority 'Towards Excellence in the Early Years' rating system from which she produces an action plan for improvement. In addition, the childminder includes the views of others in her evaluation to ensure that she continues to meet the needs of those who use her childminding service. She is committed to her own professional development and continuous improvement. She attends numerous, relevant training workshops and has completed an NVQ Level 3 in Childcare and Education.

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

The childminder provides a highly stimulating and welcoming environment which helps children feel safe, settled and extremely happy in her care, making themselves at home and developing in confidence. Children's needs take priority at all times and the childminder considers children's interests when planning a varied

and stimulating range of activities. She actively supports children's learning and development, helping them to flourish and enhance their feelings of self-worth. The childminder is actively engaged in children's play and asks questions to challenge their thinking. For example, when playing with small-world play-animals from Artic and Antarctic areas of the world she provides children with ice cubes to represent the environment in which the animals live. She talks to the children about climates and encourages them to consider how and why ice melts and how water can become ice once again. She encourages them to think back to their own experiences of cold weather and through this successfully helps children make links between the setting and their home lives. 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.

An extensive range of activities, toys and resources are provided that are interesting, fun and stimulate children's curiosity. The childminder maintains effective records of observation and assessment of children at play. She uses this information effectively to build a comprehensive picture of what each child can do and what she needs to do next to promote the next steps in all areas of their learning. Planning for problem solving, reasoning and numeracy is not so rigorous, although, the childminder routinely promotes numeracy skills through every day play activities. For example, children are encouraged to count their tower of building blocks and numbers are introduced into activities, such as, water play when plastic numerals are put into the water. Children are encouraged to find and identify the numeral and as a result, older children readily recognise numerals up to nine.

Children's behaviour is exceptional, playing harmoniously together and sharing popular resources, such as, wooden building blocks. The childminder is highly effective in promoting positive images of culture, disability and gender, helping children to develop respectful attitudes to others. She helps children to learn about their own cultures and customs as well as those of others. They learn about other countries and the childminder uses art and craft activities to develop children's knowledge. For example, she plans activities such as baking Christmas and Easter biscuits and making Australian didgeridoos, Mexican maracas and flags from around the world. Children are learning about their local environment through regular outings. Outings include local toddler groups and places of interest, such as, the museum where children dress up in period costumes.

Children's health and physical needs are met to a high standard. They have regular opportunities to be outdoors and take part in active play in the garden and on outings to local toddler groups and playgrounds. They walk to school and back and replicate this in their role play, enjoying playing 'schools' where they also look at books, turning pages one at a time, talking about the illustrations and recognising some letters and words. Children are growing their own vegetables including beans, cucumbers and tomatoes and are learning how to care for living things, understanding the need to provide sunshine and water. They have ownership of their health and well-being and understand the importance of washing their hands before eating and after toileting. Self-care skills are developing well and children confidently put on their own shoes before going outside.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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