

Inspection report for early years provision

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Inspection date	13/05/2011
Inspector	Melanie Calway
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.

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 1984. She lives with her husband on the outskirts of King's Lynn, Norfolk. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from local schools and pre-schools and takes them on regular outings into town and to nearby attractions. She also takes them on regular walks around the neighbourhood and to the local park. 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.

Children's individual needs are well met because the childminder has a good knowledge of their stage of development and plans appropriate activities to help them to progress. Children benefit from a warm and reassuring environment. There is a good partnership with parents and an effective exchange of information about children's care and learning. The childminder has made significant improvements since the last inspection and demonstrates a firm commitment to provide a high quality service.

What steps need to be taken to improve provision further?

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

- develop the partnership with parents further by obtaining information on children's starting points
- show in the planning how observations are used to plan for each child across the areas of learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because all members of the household have had the necessary clearances. The childminder has a clear safeguarding policy. She has recently attended safeguarding training and has a good knowledge of how to proceed if she were to have any concerns about children's welfare. She has all the relevant information to be able to take

appropriate action. Children are cared for in a safe and secure environment. Risk assessments are carried out on all areas of the home and the childminder checks the premises regularly to ensure they are safe for children. There are good procedures in place for outings and a risk assessment is carried out for each type of outing. Children are protected from the risk of fire as the fire evacuation procedure is clearly displayed and the necessary prevention equipment is in place. Regular drills are held to ensure that the childminder and children know how to evacuate the premises safely in the event of a fire or emergency.

Children access a wide range of resources which are stored on low shelving so that they can help themselves to toys. Further toys are available at children's level in the sun room and dining room. Children can choose whether to play outside when they want to and resources are stored in a shed which they can access themselves to choose what they want. The childminder respects and values children as individuals and provides an inclusive environment. She has a good partnership with parents and keeps them updated regularly on children's progress. Parents' input is valued and they make very useful comments about what children are achieving at home so that the childminder can work with them in partnership to help children to progress. There are good settling-in procedures in place and the childminder obtains information about children's care and routines. However, information is not always obtained about children's developmental starting points. The childminder exchanges information with other providers when children attend other settings to ensure effective continuity and progression. She uses a range of methods to reflect on her practice and make improvements. She has completed a self-evaluation, she meets with other childminders and works with the local authority advisor to ensure that she is continuously improving. She has developed the service considerably since the last inspection.

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

Children make good progress in their learning and development because the childminder makes systematic observations of their play and learning and uses these to help them progress. She uses her observations of children's interests to plan activities which will motivate them, for example when she notices a child becoming interested in dinosaurs she plans activities related to this and ensures that the necessary resources are available. She plans the next steps for children's learning but the planning system does not always show clearly how she is planning for each child across all the areas of learning.

Children communicate confidently with the childminder. Children who are not yet speaking are able to communicate and the childminder chats to them and repeats words and phrases to promote their language development. Books are freely available for stories and a kitchen cupboard is stocked with paper, craft and writing materials for children to help themselves to. Children learn about counting through nursery rhymes and spontaneous opportunities are used such as pointing to the light fittings in the ceiling and counting how many there are. Children learn about

size and shape through playing with stacker toys and puzzles. The childminder uses the language of size saying 'that's big. Will it fit?'.

Children use their imaginations as they play in the play house in the dining room or with the cooker playing with pretend food. Children have opportunities to express themselves as they draw, paint and explore different media such as play dough. The childminder plans an interesting programme of outings to local farms and attractions to enable the children to learn about the world around them. They enjoy digging in the garden, watering the plants and planting seeds. Children become familiar with technology as they play with programmable and computer toys. They develop physical skills as they play in the garden. They learn how to kick a ball, ride on scooters and ride-on-toys and play on a rocker. The childminder also takes them to local playgrounds and parks to play on larger equipment.

Children's health is promoted well because they get plenty of fresh air and exercise as they play outside or go for walks. Children are provided with a balanced diet. Parents provide most snacks and meals and are encouraged to provide healthy options. The childminder provides fresh fruit and extra drinks if necessary. Children's drinks are left out on the table so they are easily accessible. Children are learning about a healthy life style because the childminder talks to them about what is good for them. They learn to keep safe as they are given explanations as they play. The childminder ensures that they understand the rules when they go out and talks to them about road safety. They feel safe and secure in the setting because they have built up trusting relationships with the childminder. They are learning skills for the future as they make good progress across all areas of learning.

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

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

Outcomes for children in the Early Years Foundation Stage	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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