

## Inspection report for early years provision

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<b>Unique reference number</b>	EY334369
<b>Inspection date</b>	18/05/2011
<b>Inspector</b>	Glenda Feild
<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 2006. She lives with her husband and two children aged 14 and 20 years in Martham, Norfolk. The childminder uses designated areas, including a large playroom, of the premises for childminding purposes and there is a fully enclosed rear garden for outside play. The childminder is registered to care for a maximum of six children at any one time. There are currently 10 children in total on roll, of these seven are within the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is also an accredited childminder able to provide early education for three and four-year-old children. She takes children to a local music group, drop-in centre, library, shops and parks. Children are also taken for visits to a local horse sanctuary and barns.

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

Overall the quality of the provision is outstanding.

Children are provided with a very high standard of care and make rapid progress in all areas of their learning and development, as the childminder has well-developed knowledge of each child's needs to ensure that their welfare and learning is successfully promoted. Extremely strong partnerships with parents are proactively fostered to ensure that children receive the support they need to progress. Children are confident, settled and clearly enjoy spending time at the setting. The childminder has effective systems in place to identify aspects of her provision that she would like to develop further and her commitment to ongoing training provides a strong basis for her capacity to maintain continuous improvement to the provision.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing to explore further opportunities to liaise with other settings that children attend.

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

Children are expertly protected from harm as the childminder demonstrates a very strong commitment to her role in safeguarding children. She has attended appropriate training relating to the Local Safeguarding Children Board guidance and procedures and has established a comprehensive written safeguarding policy, ensuring she can confidently follow up any concerns about a child's welfare. Robust vetting procedures ensure that the childminder and other members of the

household have completed the necessary checks to ensure their suitability. Highly detailed risk assessments are carried out each day to enable children to play safely indoors, outdoors and when on outings.

Children are cared for by a highly motivated childminder who continues to access a wide range of relevant training courses to ensure she has good knowledge and understanding to support her role. She has been accredited to provide early education for three and four year-old children. The childminder manages her time effectively, ensuring the environment is safe and conducive to learning, resulting in children thriving and developing independence and a strong self-confidence. The childminder has strong aspirations for the quality and standards of the service she provides and has a clear and achievable plan for developing and moving forward in her continuous improvement. She includes the views of parents and children in her evaluation to ensure that she continues to meet the needs of the people who use her childminding service.

The childminder demonstrates an unquestionable commitment to working in partnership with parents and carers. Parents are provided with a superb range of written and verbal information, ensuring they are able to fully understand and compliment the childminder's procedures and expectations. Each child is provided with a detailed daily diary and achievement records which offer meaningful accounts of the activities that they have enjoyed and inspires parents to understand the skills that their children are mastering. Emphasis is also placed on daily discussions with parents, particularly in relation to children's health and medical needs, enabling the childminder to respond to their individual needs with precision. Written comments made by parents state that they are more than happy with everything provided, that they are very pleased with the service and they feel their children's development has benefitted from their time with the childminder. They also make positive comments on the range of food she provides. The childminder has established links with most other Early Years Foundation Stage settings that children attend and values the input of professionals from outside agencies.

## **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 to be extremely happy in her care, making themselves at home and snuggling up with her during the day. They are eager to attend and make significant gains in their learning and development. Children receive lots of attention from the childminder and are treated with genuine warmth and positive regard. For example, the childminder is actively engaged in the children's play and considers all children's interests and abilities when planning interesting and stimulating activities. This actively supports children's learning and helps them to flourish and enhance their feelings of self-worth. Children are developing social skills and a sense of responsibility for their own actions as the childminder uses encouragement and positive reinforcement to reward them as they take turns, help to tidy up or follow simple rules. Any unwanted behaviour is dealt with calmly and in a manner that is appropriate to the age and level of understanding of the

children. Children learn to show respect for themselves, others and their environment.

The childminder supports children's learning and development through the provision of an extensive and varied range of activities and resources that are interesting, fun and stimulate their curiosity. For example, they plant seeds, such as, courgettes, sweetcorn and tomatoes and enjoy watering them and watching them grow. Children are able to self-select from a wide range of toys and have fun as they play together companionably, sharing toys with little prompting. Their interests and preferences are respected and favourite activities and toys are always available alongside a range of other toys and resources. The childminder provides a good balance of adult-initiated and child-led experiences to promote children's development in all aspects of the areas of learning. She promotes diversity using a range of resources and planned activities, such as, small world characters, play food and utensils, dolls and dressing-up clothes to support and teach children about their differences. Children learn about cultural celebrations, such as, Chinese New Year, Diwali, Easter and Christmas and the childminder introduces foods from around the world in the meals she provides for children. Positive discussions take place and explanations are given to children about people's differences.

The childminder is very skilled in using observations and assessments to effectively track children's progress towards the early learning goals. She completes a baseline assessment, covering all areas of learning, to enable her to identify individual children's starting points. Observations are made of children and she makes extensive notes of their achievements. These observations are collated in each child's achievement record, along with numerous meaningful photographs, providing a clear overview of each child's progress and their next steps. This then feeds into her weekly activity planning to ensure that children's learning is consolidated and their next steps planned.

Children's health, physical and dietary needs are met to an exceptional standard. The childminder is committed to planning varied menus, which are balanced and precisely tailored to meet children's individual dietary needs. Children understand the importance of washing their hands before eating meals. They are learning about healthy eating through discussion, for example, children say how much they enjoy sliced peppers and strawberries. Children delight in accessing the childminder's garden where they actively develop their physical skills in the fresh air. They talk about why they are out of breath and why their heart is beating faster after showing how they swim at the pool. In addition, they relish the opportunity to get out and about in the local community, for example, by going on visits to local parks, children's groups, library and shops.

Children feel extremely safe as they play in a highly secure environment. The childminder makes the most of opportunities that inspire children to think carefully about their own safety. For example, children take part in regular fire drills and walks in the local area promotes discussions about road safety and talking to strangers.



## 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	2
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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