

## Inspection report for early years provision

---

<b>Unique reference number</b>	256456
<b>Inspection date</b>	06/07/2011
<b>Inspector</b>	Lindsey Cullum
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 1996. She lives with her husband and their two adult children in a village close the Great Yarmouth in Norfolk. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. There is an outside swimming pool that is not used with the minded children; a wall with secure gates prevents children's access. The childminder is able to take and collect children from local schools and pre-schools. The family has a cat.

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 five 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 supports children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

The childminder has a suitable awareness of the Early Years Foundation Stage to help children feel settled and secure and make sound progress in their learning and development. She has a thorough knowledge of each child's needs to make sure that all children are fully included and their needs are met. Children enjoy their time in the setting and benefit from the good partnerships which are built between the childminder and their parents. Most of the required documentation is in place to support children's welfare. The childminder has started to use reflective practice to assess her strengths and areas for development in order to improve the 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 the use of observation and assessment to ensure that next steps for learning are routinely identified and that the next steps are used to inform the planning of activities to meet children's individual needs
- consider providing further opportunities for children to select resources and plan to ensure resources cover all areas of children's learning
- review the information gained on children's registration forms to fully detail who has legal contact with the child and who has parental responsibility for the child.

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

The childminder demonstrates a sound understanding of her role in safeguarding children. She is clear about procedures in order to protect children from abuse and has a clear, written policy which is available for parents, ensuring that children's welfare is effectively supported. The childminder ensures that all adults in her home have undergone the vetting process and that children are not left alone with any other person. Daily safety checks of the home, alongside appropriate risk assessments, ensure that the environment is secure and safe for the children. Furthermore, the childminder assesses the potential risks to children before taking them on any outings and takes relevant information and equipment in order to minimise the risks. All documentation is stored confidentially and generally records contain the required information. However, the children's information sheets do not all fully detail who has parental responsibility for the child and who has legal contact with the child, which may compromise children's well-being in the event of an emergency. The childminder is mindful of the quality, safety and cleanliness of the resources available and regularly checks these to protect children from harm. She has a wide range of resources which are stored in a shed at the far end of the garden and she selects some of these each day to set out for children's play, recognising particular favourites. While this allows children some free choice so they may pursue their own interests, a full and varied range is not accessible to support children's independent learning.

The childminder is an experienced and well-organised child carer who plans her weekly routines to ensure children enjoy a variety of activities within her home and the local community. She bases her practice upon her many years experience as a childminder and her sound knowledge of child development to ensure children are provided with activities that provide appropriate challenge and help them make progress. The childminder attends relevant training to update her knowledge and regularly meets with other childcare professionals to share good practice. She provides a welcoming and inclusive environment for all children and is skilfully able to adapt activities to ensure that all children receive the support they need to make progress. Self-evaluation is accurate and the childminder modestly evaluates her strengths and recognises the scope for further development to improve the outcomes for children.

Children benefit from the good relationships that have been established with parents. This is achieved through worthwhile discussions and sharing of information to ensure that both parties are kept fully informed on the care and educational needs of the child. Parents provide valuable information about their children when they start, which the childminder uses to help children settle. Detailed daily diaries are used for younger children to record the day's events, routine and activities enjoyed, which enhances the two-way communication. Parents' views on the service are sought and they comment they like the flexible, personalised care the childminder provides and that she is friendly, kind, helpful and develops a special bond with the children. Policies are available to parents which support the effective childcare practices. The childminder demonstrates a

positive attitude towards working with other providers when children attend more than one setting.

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

Children develop a close relationship with the childminder and settle well. They look to her for reassurance and benefit from frequent individual time and attention. The childminder follows consistent routines that promote children's sense of security and help them to feel settled. Children's individuality is recognised and nurtured by the childminder, who has a good knowledge of their interests and abilities which she uses when selecting resources so that children learn through first-hand experiences. The childminder observes the children during their play in order to assess their progress. She uses both written observations and some photographs to record what the children can do and is beginning to identify their next steps for learning. However, this information is not systematically being used to help plan a challenging experience for children across all areas of their learning and development.

Friendships have clearly formed between the children and they are encouraged to respect one another and behave in an appropriate manner. Children readily share and cooperate with each other throughout their play and are kind and considerate. Children's self-esteem is promoted as the childminder praises their achievements. She sensitively joins in children's play and uses effective questioning to seek out what children know so she is able to build upon this and further promote their learning. For example, while children construct the play zoo she encourages them to identify the animals they select, talks about what type of climate they may live in and what they eat. Children's emerging language skills are promoted as the childminder talks to them throughout activities and encourages younger children to copy sounds and words. Children thoroughly enjoy books and freely select favourites to look through with the childminder. Simple number and picture books encourage children to count and trace the shape of the number, following the textured surface with their fingers. Older children demonstrate their confidence in using numbers and count how many objects they can find in the picture. Children's interest in time and clocks is encouraged as the childminder reads a story which incorporates a clock. They look at the numbers and the hands of the clock, then delight as they listen to the household clock chime the hour. Resources are accessible which encourage children to mark, make, draw and write. They enthusiastically try to draw a clock, developing their hand-eye coordination. Children explore how things work. They push buttons on electronic toys to make sounds or observe how a small car travels down a see-saw effect toy. Small ride-on toys are available indoors and children manoeuvre these with increasing coordination. Children frequently use their imagination and role play with dolls or set up a play picnic.

Children thrive as they have a good introduction to a healthy lifestyle. They have regular access to fresh air as they frequently play outdoors in the garden, go on walks or visit local parks. The childminder promotes healthy eating by encouraging children to eat fruit for snacks and ensuring that water is accessible at all times.

Parents currently provide children's meals which meet their dietary requirements. Children's need to rest and sleep is built in to the daily routine. Good hygiene practices are encouraged. Children independently wash their hands at appropriate times and paper towels are accessible to minimise the risk of cross-infection. A child-friendly poster is displayed to remind children of the importance of good hand washing practices. The childminder attends training in order to fully support children with specific health needs. Children gain a valuable awareness of how to keep themselves safe as the childminder provides them with gentle reminders and clear explanations. The childminder uses outings to raise children's understanding of road safety as they practice safe road crossing, and of stranger danger as she discusses this with older children. Children's understanding of the society in which they live is developed through the resources which reflect positive images of diversity and during outings locally. This helps children to recognise, value and respect similarities and differences between themselves and others. The childminder helps children to manage their own behaviour and she offers them lots of praise and encouragement. As a result, children are learning valuable 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----