

Inspection report for early years provision

Unique reference number	EY291851
Inspection date	16/08/2011
Inspector	Lindsey Cullum
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 2004. She lives with her husband and two children aged 17 and eight years, in Thorpe St. Andrew, Norwich. The whole of the premises, with the exception of two bedrooms upstairs, are used for childminding purposes. 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 have a pet dog, cat and guinea pig.

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, some 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 holds an appropriate childcare qualification. She is a member of the National Childminding Association and is a member of the Norfolk Network. The childminder provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder offers excellent care for children within the Early Years Foundation Stage. An exceptionally well developed knowledge of each child's needs, together with excellent partnerships with parents and other childcare professionals, ensure that children's welfare and learning is promoted to the highest standards. This means that all children are carefully monitored and supported to ensure they reach their potential and progress well, given their age and starting points. A well planned, child-friendly environment and rigorous procedures keep children safe, secure and enable them to thoroughly enjoy their learning. The childminder has high aspirations for quality and constantly considers ways in which she may further improve the service she provides.

What steps need to be taken to improve provision further?

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

- strengthening the effective planning systems, using the early learning goals as a focus for intended learning.

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 relevant training related 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. She ensures that all adults living within the household have undergone the required vetting procedures to ensure their suitability. Children's safety is given extremely high priority. Comprehensive risk assessments have been carried out on all areas of the property and daily checks ensure that the environment is safe for children at all times. Children are provided with frequent explanations, in line with their level of understanding, to enable them to develop an excellent understanding of how to keep themselves safe. When out they learn about issues, such as, road safety and 'stranger danger'. All outings are thoroughly risk assessed before they are carried out, enabling the children to take part in an exciting range of activities including trips to parks, adventure or soft play areas and libraries, with their parents being assured risks have been considered and reduced accordingly. Resources are of a particularly high quality and interest to stimulate children's learning and development. Documentation underpinning the childminder's working practices is clear, accessible, regularly reviewed and detailed to inform parents well.

The childminder provides a very child-friendly, welcoming and stimulating environment for children, having converted her garage in to a playroom. An excellent range of resources are stored at children's level which meet all children's developmental needs. The environment is regularly assessed to see how further improvements can be made. For example, the childminder recently replaced coloured storage boxes with clear containers enabling children to easily view the contents. This has had a positive impact for children as they readily make choices within their play. The childminder places the promotion of equality and diversity at the heart of her work. High aspirations are held for each child and excellent support is provided to help children gain independence and self-care. This prepares them very well for their future learning. Children are actively encouraged to gain an understanding of the wider world, for example, they see positive images on posters within the playroom, play with dolls, take part in planned activities which include sampling foods from around the world.

Children are cared for by a well qualified, experienced and highly motivated childminder who continues to access a wide range of relevant training courses to further her knowledge and support her in her role. The exceptionally high quality care is a result of the childminder's dedication to her role and her passion for providing the best she can for each and every child in her care. She continually reflects on the quality of her provision and practice, assesses what difference it makes to children's welfare, learning and development and builds upon what works well. She includes the views of parents in her evaluation to ensure that she continues to meet the needs of the people who use her childminding service and is receptive to support and new ideas provided by advisors from the local authority.

Exceptionally strong partnerships are established with parents. 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 which offers meaningful accounts of the activities they have enjoyed and helps parents to understand the skills their children are mastering. The childminder confidently discusses aspects of children's development with parents on a daily basis enabling her to provide care that is very much tailored to children's individual needs. She is committed to working in partnership with other agencies and settings delivering the Early Years Foundation Stage and strong and well established links are evident. As a result, there is effective continuity of care and learning and children are very well prepared for the transition to nursery or school.

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

Children are happy and thrive in the rich, stimulating and relaxed atmosphere of the childminder's home. They enjoy an excellent mix of self-chosen and adult-led activities throughout the day. This ensures they have daily experiences that promote their learning in all areas and prepares them well for their future education. Methods for observing and assessing children are highly effective in supporting children's learning and development and evidence shows that children's progress is excellent in relation to their starting points. Beautifully presented assessment records provide clear evidence to parents of the progress children make and parents fully contribute to these records. The childminder successfully analyses her observations and uses this information to plan activities which are suited to each child's needs and helps them to make excellent progress in their learning and development. Whilst planning is very much individual to the needs of each child and covers each area of children's learning, systems are not fully established to link plans to the early learning goals. Children develop positive attitudes towards learning and continually reinforce their skills because planned activities take account of their interests. For example, opportunities are provided for children to practice their cutting skills with scissors through a varied range of planned and spontaneous creative activities. The childminder identifies areas in which children require additional support and successfully helps them to build their confidence in their own abilities.

Children are able to be independent as they select resources and initiate their own play. They are forming warm and trusting relationships with the childminder and demonstrate high levels of affection and care for each other. Friendships are forming and children embrace opportunities to play together. Conversation is free-flowing and the childminder models clear language to encourage children's communication and language skills. A wide range of books are displayed in a special book rack to make them inviting and accessible for children. Children seat themselves comfortably in the quiet area and delight in story-time which frequently involves puppets or props. The childminder sensitively listens to children and asks appropriate, open-ended questions to stimulate children's thinking and problem solving skills. Mark-making materials are available and opportunities to recognise letters. Children are beginning to recognise that print carries meaning as they find

their own name to add to the 'who is here today' board. Children learn about the world around them through trips out to the park or pre-school sessions. They take an active part in local fundraising activities, helping to raise money by taking part in a 'sponsored toddle'. Planned planting and growing activities promote children's understanding of where our food comes from and children are happy to try different foods, such as tomatoes if they are picked fresh from the garden. Children have access to resources for creative play and frequently paint or draw. The childminder recognises children's achievements and proudly displays their artwork in the playroom. A wealth of dressing up clothes and home corner equipment within the playroom and a small playhouse outside stimulate children's imaginative games and they eagerly engage in acting out different scenarios. Children benefit from daily outdoor play and develop high levels of physical confidence.

Children's welfare is consistently promoted to a high standard through the practices of the childminder. Well-established routines and discussions with the childminder secure children's understanding of the importance of keeping healthy. Older children know that hand-washing is important to reduce the risk of spreading germs and are keen to wash their hands at appropriate times. Well presented information informs parents as to what illness would exclude their child so that all children and adults in the household remain healthy. Whilst children currently bring packed lunches, information is available to support and reinforce positive messages about healthy eating. Drinking water is accessible at all times and children can readily help themselves, ensuring they remain well-hydrated. Children develop a positive attitude to exercise as they have daily opportunities to develop large physical skills, both whilst playing in the garden or during outings to the park. The childminder makes the most of opportunities that inspire children to think carefully about their own safety. Planned activities raise children's awareness of people in the community who are available to help them. The childminder is patient, calm and shows she really enjoys being with the children. As a result, they are relaxed and their behaviour and manners are exemplary. She constantly praises and encourages children and consequently they show high levels of confidence and self-esteem. Children are provided with excellent levels of support to learn the importance of sharing and taking turns. They make lots of choices for themselves, for example, choosing activities and outings. Children have many opportunities to socialise with other children on outings in the locality. As a consequence, they are developing excellent skills for future life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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