

Inspection report for early years provision

Unique reference number	EY417919
Inspection date	07/10/2011
Inspector	Jacqueline Mason
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 has been registered since 2010. She lives with her husband and daughter aged two years in Watton, Norfolk. The whole of the property is used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered on the Early Years Register to care for no more than five children under eight years. Of these, not more than two may be in the early years age group. The childminder is also registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. She currently cares for five children, all on a part time basis. Of these, three are in the early years age range.

The childminder has a Level 3 qualification in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder delivers the Early Years Foundation Stage to a very good standard, being careful to ensure that children are fully included in the childminding day and their individual care and learning needs are met. A welcoming environment is provided that helps children to be happy and settled. Policies and procedures, that promote the safe and efficient running of the setting, are in place and most necessary information about children is recorded. Partnerships with parents, and others who provide care and learning for the children, are effective, promoting continuity of care. The childminder is aware of the benefits of self-evaluation and is working on ways to ensure that parents' views are sought in order to identify positive plans for the future that are focussed on better outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain necessary information from parents, with regard to who has parental responsibility for each child (Safeguarding and promoting children's welfare)

25/10/2011

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

- develop further the arrangements to involve parents in the self-evaluation process.

The effectiveness of leadership and management of the early years provision

Children are effectively supported in their care and well-being. The childminder has a good understanding of the signs and symptoms of abuse and has a robust written policy outlining the procedures that she would follow if she has a concern about a child. The policy is in line with Local Safeguarding Children Board guidelines. However, the childminder does not keep a record of who has parental responsibility and this has the potential to compromise children's well-being. Children play safely because the childminder has carried out thorough risk assessments that cover everything with which a child may come into contact. In addition, a daily checklist is maintained, ensuring that all hazards to children are identified and steps taken to minimise risks. The environment is relaxed and welcoming, resulting in children thriving and developing a strong self-confidence and sense of belonging. Toys and resources are stored to enable children to access them independently.

The childminder has effective relationships with parents that help to promote continuity of care for all children. Information is shared on a daily basis and this helps parents to be well-informed about all aspects of their children's day. All necessary policies and procedures are in place to ensure the efficient management of the setting. These are routinely reviewed and shared with parents to keep them fully-informed about the service the childminder provides and help them make knowledgeable decisions about their children's care. The childminder is developing successful partnerships with others who provide care and learning for the children so that any concerns about children's development or well-being can be quickly and effectively managed.

The childminder manages her setting well. She has a relevant level 3 qualification and has attended numerous, relevant short courses and workshops. The childminder evaluates her practice critically. As a result of her early childminding experiences she has made changes to her practice, such as making changes to the way she plans in order to ensure that children's learning and development needs are met. The childminder does not have formal procedures in place to involve parents and children in the evaluation of her childminding service although she does talk informally to parents and uses the local authority rating system to identify the strengths of her setting and areas for development. As a result, the childminder has a clear and achievable action plan in place for developing and moving forward in her continuous improvement.

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

The childminder has excellent relationships with the children and they feel safe in her care, confidently going to her for support and a cuddle. She knows the children very well, establishing their starting points when they first attend her setting through gathering useful information from parents; both through verbal discussion and written documentation. The childminder observes and assesses children as

they play and plans for the next steps in their learning, ensuring that learning experiences are balanced to promote all six areas of learning. Records of children's development are recorded using written observations and photographic evidence. 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 their learning and development.

Children are developing skills for the future. An extensive range of toys and resources are maintained that are interesting, fun and stimulate children's curiosity. The childminder helps children to learn about colour, number and shape through everyday play situations, such as talking about the colour of the small-world cars and drawing circles with chalk both on the blackboard and outdoors on the patio slabs. She seizes opportunities to extend children's learning, for example talking to children about how the texture and consistency of sand changes when she notices children adding water to it. The childminder promotes children's language development and responds well to babies' gurgles and babbles. She introduces new vocabulary through stories and children enjoy looking at books, noticing and pointing at illustrations. Their interest in books and stories is further developed through outings to the local library for story sessions and visits to the local Sure Start Centre to take part in story cafes. Other outings include trips to the local toddler groups, playgrounds and walks in the local community. Through outings, children have opportunity to meet with other children and develop their social skills. The childminder helps children to develop respectful attitudes to others and promotes positive images of culture, gender and disability. Children are developing good relationships with their peers and are learning right from wrong. The childminder manages children's behaviour sensitively, taking into account their age and level of understanding. Good behaviour and individual efforts are praised.

Children's health, physical and dietary needs are met to a high standard. They take part in emergency evacuation practises and learn how to keep themselves safe, for example the childminder supports them in learning about road safety when on outings. Children have ownership of their health and well-being and are developing self-care skills, recognising when they are thirsty and washing their hands before eating. Children are provided with healthy meals and snacks. They enjoy playing outdoors and their physical development is promoted through a range of outdoor toys to promote active play. Individual needs are met with regard to rest and sleep.

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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