

## Inspection report for early years provision

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<b>Unique reference number</b>	EY431431
<b>Inspection date</b>	29/02/2012
<b>Inspector</b>	Lindsey Cullum
<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.

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 2011. She lives with her husband and their children aged five and seven in a village near Wroxham, Norfolk. The ground floor of the home is used for childminding purposes, with the exception of the front lounge. There is an enclosed garden for outdoor play. Local amenities are within walking distance of the home. The family has a dog and two cats.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than three may be in the early years age range. There is currently four children on roll who are within the Early Years Foundation Stage and 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 both the compulsory and voluntary parts of the Childcare Register.

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 are well provided for in the Early Years Foundation Stage and are making good progress in their learning and development. They relish their time at the childminder's house and parents are very happy with the standards of care and learning. Effective policies and procedures are followed which ensure the children's safety and well-being. The childminder knows the children well and uses this knowledge to help them feel nurtured and highly valued. Good partnerships are developed with parents and effective systems are in place to link with other providers in order to consistently support children's learning. The childminder has a positive attitude to improvement and is beginning to evaluate her provision to identify areas for future development.

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

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

- develop further the process of self-evaluation and the use of reflective practice to identify and target areas for development and further improve the quality of the provision for children
- strengthen the links between the indoor and outdoor environment and enhance the resources for outdoor play to help all aspects of children's development.

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

The childminder demonstrates a good understanding of her role in protecting children. She is fully aware of her duties and responsibilities for safeguarding children and has detailed written procedures to clearly guide her in the event of a concern about a child in her care. Children's safety and well-being are given high priority. The childminder ensures that all adults who live within her home have undergone the vetting process and that children are not left with any other person. Thorough risk assessments are carried out on all areas of the home, the resources and equipment to ensure children's safety and well-being at all times. Furthermore, detailed risk assessments are undertaken before outings, which enables the children to take part in an additional range of interesting activities, including trips to the local library, parks and pre-school groups. Considerable care has been taken within the setting to accommodate children's play and to provide them with a safe, secure and child-centred environment. As a result, children confidently explore the stimulating environment and select from the wealth of resources which interest them, promoting their independent learning. However, while the indoor environment is well planned and well resourced, the provision for outdoor play lacks some of the richness and the stimulating resources which help to promote children's learning across all areas of their development.

The childminder demonstrates a professional and dedicated approach to childcare and clearly enjoys her role. She has completed the required training and has developed a set of written policies which support her childcare practices. All children and their families are welcome. Children see positive images of diversity in the easily accessible resources, such as books and toys they handle every day. The childminder researches activities to celebrate festivals and cultural events from around the world. These influences teach children to respect and value other people and other ways of life. The childminder has begun to reflect on her practice. She is able to identify some of the strengths and weaknesses of her provision and has implemented improvements since becoming registered as a childminder, including developing the variety of activities which are available indoors. However, while acknowledging that there are areas for further development, the childminder has not developed her action plan to target priorities identified for the future development of the provision.

The strength of the partnership with parents contributes considerably to the quality of the care the children receive. Children flourish as their parents have confidence in the service that is provided. They are fully informed about their child's welfare and kept up to date through regular conversations, written information and by sharing their child's learning and development records. Comments from parents and children are regularly sought by the childminder to ensure that her provision is responsive to their views. Parents are very complimentary of the care provided and the progress their children are making. The childminder has established effective links with other provisions the children attend in order to promote consistency in their care and learning.

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

Children make good progress in their development, given their starting points, because the childminder has a sound understanding about how best to support children's learning through play and first-hand experiences. She is attentive to children's needs and on hand to introduce additional resources or materials which enhance children's learning. Thorough initial and ongoing assessment she identifies what children can do, what they like to do and what they need to do to progress. This information enables the childminder to support children's learning through planned activities which provide realistic challenges and allow children to learn at their own pace. The home is comfortable and welcoming, with a good variety of resources set out at children's level so these are inviting and stimulate children's interest. Some walls are used to display children's artwork, creating an environment which ensures all children feel valued and experience a strong sense of belonging. Children enjoy the freedom of selecting resources which interest them and are happy and confident in the setting. The childminder plans some activities to ensure all areas of learning are covered and loosely bases planning around a theme, such as winter or a celebration, to enhance children's learning opportunities.

Children are developing good basic skills which will prepare them for future learning. Their emerging language skills are encouraged as they chat during their play, copy new words introduced by the childminder or answer simple questions. They thoroughly enjoy books, frequently choosing favourites from the shelf, and listen intently to stories. Children are beginning to make sounds which they link to letters and have many opportunities to mark make using chalks or crayons. They relish role play and develop their own games. For example, they pretend to answer the telephone and take orders using the play kitchen as a restaurant. They access a good variety of resources which stimulate imaginary play. Dressing up clothes are freely available, along with dolls, prams and buggies, and children frequently choose role play based on family roles. Children concentrate for extended periods as they complete puzzles or fit together the train track. The childminder provides sensitive support, encouraging where necessary so children persist in their chosen task and achieve. Children's natural curiosity is promoted and they thoroughly enjoy exploring a variety of materials. A treasure basket containing a wealth of natural materials enables children to explore different textures, and they add to these resources by collecting items when they are outdoors. Children experiment with the properties of materials, such as dried pasta, shaving foam, sand and water. They express great delight as they break dried spaghetti which they use, along with play dough, to create a hedgehog. They concentrate as they pour pasta shapes from one container to another and are beginning to understand simple mathematical concepts, such as weight and capacity. Children create their own musical shakers from recycled materials and enjoy making sounds using the electronic keyboard. Their coordination and manual dexterity skills are developed as they use simple tools and concentrate on tasks, such as opening and closing boxes. A key strength of the provision is the childminder's commitment to providing an exciting range of creative opportunities. Children frequently paint, draw, stick and colour using a variety of materials.

Children gain a valuable awareness of how to stay safe as the childminder provides them with gentle reminders and clear explanations. For example, they are encouraged to sit properly on chairs and not throw items indoors. The childminder raises children's understanding of road safety on outings and of fire safety through regular practise evacuations. Parents currently provide children's meals which meet their dietary needs. The childminder encourages healthy eating and ensures drinks are easily accessible so children remain well hydrated. Children develop good hygiene practices and are encouraged to wash their hands before eating and after toileting. Individual towels are provided to minimise the risk of cross-infection. Children develop a positive attitude to exercise. They frequently walk to school, take the childminder's dog for a walk, play in the garden or visit the park or river. Comfortable space is provided inside for children to rest as they require. Children's understanding of their local community and the society in which they live is developed through outings. For example, the visit the local church, library and other pre-school settings. They are actively involved in recycling projects. Children frequently attend pre-school groups, providing opportunities to interact with their peers and make friends. The childminder helps children to manage their own behaviour and they are learning to share, take turns and play cooperatively. Children thrive on the praise and encouragement they frequently receive, promoting their confidence and self-esteem. As a result, children feel valued and develop positive 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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