

Inspection report for early years provision

Unique reference number	EY411008
Inspection date	14/02/2012
Inspector	Glenda Field
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 2010. She lives with her childminding assistant in Norwich, Norfolk. The whole of the property, apart from the kitchen, master and third bedrooms and the rear garden, is used for childminding. There is a secure front garden for outside play. The childminder is able to take and collect children from local schools and pre-schools.

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. When working with another childminder and/or an assistant, they may care for six children under eight years at any one time, all of whom may be in the early years age group. There are currently three children on roll, all of whom attend on a part-time basis. She is registered to provide overnight care for one child. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy age-appropriate activities in a warm, safe and happy environment. The setting promotes children's safety and welfare exceptionally well. The childminder has developed excellent relationships and partnerships with parents and other providers to ensure that the uniqueness of every child is recognised and celebrated. The childminder demonstrates a great capacity for continuous improvement, and self-evaluation is rigorous in all aspects.

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 develop the outside play area to further enhance children's experience of outdoor play.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent knowledge of safeguarding procedures and demonstrates her awareness of the signs and symptoms of abuse exceptionally well. Her home is safe, motivating and well organised. She offers children superb support and exceptional opportunities to be independent and enjoy exhilarating adult-led and child-initiated activities. She skilfully builds on children's changing interests, and acknowledges and refers back to their starting points to ensure they

make good progress. The childminder is very committed, enthusiastic and continually strives to enhance the excellent service she provides through training. She uses her increased skills and knowledge to excellent effect in her self-evaluation and improvement of the provision. She uses ideas to good effect to improve her setting and makes some of her own equipment with children, such as a photo shape display. The children and their families were involved in this by taking photographs of different shapes within the setting and in their own homes; these were then displayed to enable children to recognise and name different shapes.

The childminder provides good opportunities for children to take limited risks in a safe environment. They learn excellent strategies to take care of themselves and the environment and understand that what they do has an impact on others. The childminder has concise written policies and procedures, which she shares with parents. This helps develop exceptional working relationships with them and a strong shared understanding from an early stage. Parents see children's increasing independence and willingness to achieve due to the individual attention each child receives. Parents are kept well informed and are provided with extensive daily information on children's progress; for example, through comprehensive verbal exchanging of information, questionnaires, and individual records that parents can access at any time and contribute to. There are photographs to capture children's unique moments and progress. These measures promote children's growing confidence and self-esteem. Parents highly praise every aspect of the childminder's care. They feel she is extremely reliable and flexible, and particularly value how happy and settled their children are at the setting. The childminder establishes highly effective working relationships with other providers of the Early Years Foundation Stage, and ensures she complements what they offer.

The childminder has an excellent range of resources which are constantly added to, enhancing opportunities for children to learn. Resources are made readily available to enable children to self-select. Self-evaluation demonstrates rigorous monitoring and searching analysis of what the childminder does well and identifies any areas for development, such as further developing the outside area. Parents and children are all involved in the evaluation of the service. The childminder is extremely enthusiastic and highly motivated to constantly improve outcomes for children.

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

The childminder has a very good understanding of the Early Years Foundation Stage and each activity successfully links to it. Parents' and children's views are incorporated into her observations to provide consistency and good opportunities for children to practise their skills and interests. The childminder provides a secure and stimulating environment where children feel very safe and confidently access toys to add to and extend their play. She initiates problem solving and thinking as she makes suggestions and gives children opportunities to explore. Children experiment with a wide range of mediums to make early marks. Regular opportunities to explore painting, collage, glue and cutting are available as they

make their own creations. They confidently explore their surroundings making individual choices in their play. Children learn about shape, weight, capacity and measure when they take part in cooking activities and sand and water play. Children enjoy blowing and chasing bubbles in the garden, identifying the bubble shapes.

The childminder makes excellent use of the local community to support children's learning. For example, they visit the local libraries where they not only explore the books on offer but also take part in song and music time. They also attend local children's groups where they learn to socialise with their peers and enjoy opportunities to learn about festivals celebrated by different cultures. As part of promoting a healthy lifestyle, children are taken to visit local parks and enjoy regular walks in the community where they observe seasonal changes. This enables children to learn through first-hand experience and use the local environment to support and extend their knowledge and understanding. The childminder provides snacks and lunch for the children. All food provided constitutes a healthy lifestyle, for example, fresh fruit and vegetables, and the childminder provides water at all times to ensure children remain hydrated. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success. Children's behaviour is excellent and they show concern for the feelings of others. The childminder models good behaviour, such as taking turns, waiting, using positive language and listening.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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