

Inspection report for early years provision

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Inspection date	09/05/2012
Inspector	Andrea Snowden
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.

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Description of the childminding

The childminder registered in 2001. She lives with her husband, adult child and one child aged 14 years in a small village near King's Lynn. The whole house is registered for childminding purposes and there is an enclosed garden available for outside play. The childminder takes and collects 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. There are currently six children on roll who are within the Early Years Foundation Stage. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She 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 making good progress in their learning and development and are very well cared for within the Early Years Foundation Stage. Planning is completed and next steps are identified but not always used effectively. Children's welfare is successfully promoted and their safety given high priority by the childminder. Partnerships with parents and other practitioners are secure, and as a result children's individual needs are mostly well met. The childminder uses self-evaluation to highlight some areas for further development.

What steps need to be taken to improve provision further?

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

- continue to develop ways to work with parents in order to share information about and involve them in their child's continuous learning and development
- develop the system for self-evaluation to assess what the setting offers against robust and challenging quality criteria
- continue with the development of planning systems so that next steps are routinely used to inform planning, ensuring each child receives enjoyable and challenging learning experiences.

The effectiveness of leadership and management of the early years provision

The childminder is appropriately qualified and experienced in working with young children. She is suitably vetted and ensures that adults in the setting are also suitable to have contact with children. She demonstrates a clear knowledge and understanding of her role in protecting children from abuse and follows her policies and procedures to promote their well-being. Required documentation is maintained

effectively to promote children's health and welfare. Very detailed risk assessments have been carried out for the home, garden and equipment to ensure children play in safety. These are reviewed periodically to maintain safety standards. Children use a wide range of resources which the childminder rotates for variation. Those available are easily accessible and are clean and safe.

There are currently no children on roll with special educational needs and/or disabilities or with English as an additional language. However, the childminder demonstrates a sound understanding of meeting children's specific needs. She works closely with all parents to support children's good health and development. She explains what extra steps she would take to ensure all children are fully included, through making adaptations to the setting and activities or learning words of a child's home language to aid communication. Children are supported in learning about diversity and similarities and differences. There is a very good selection of multicultural puzzles, play figures, posters and books which depict people from different backgrounds. During Chinese New Year children coloured pictures of dragons, tried Chinese foods, and looked at the range of colours used by the Chinese in their celebrations.

Parents complete appropriate paperwork, such as consent forms and contracts, to ensure children are cared for according to their wishes, and settling in is handled effectively. Recently introduced systems mean that new parents complete a 'starting points' document to help the childminder learn about the child's interests, likes and dislikes. Additionally, she is currently introducing new systems to encourage parents to contribute more information about their children's learning and development at home. At present this system is not embedded, and as a result the childminder is not always able to extend and build on such information in order to provide continuity in children's learning and development. However, partnerships with other early years settings have proven very successful so that both the childminder and pre-school use consistent methods of observation and assessment. The childminder has started to use self-evaluation and has developed an action plan to bring about some improvements in the setting. While this undoubtedly benefits children, the ad-hoc nature of the process means that all areas of the provision and the Early Years Foundation Stage are not being fully considered.

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

Children are very content and settled in the care of the childminder and they clearly feel secure. They experience a strong sense of belonging in the setting, for example, the childminder displays their photographs alongside those of her family. She talks to children about what they are doing and offers encouragement to extend and develop their ideas. The childminder makes regular observations of children at play, and although she plans and records effective next steps, these are not routinely taken into account when she devises her weekly plan of activities. As a result, children are not always challenged sufficiently, although they are always offered toys they enjoy.

Children's learning through play is fostered well and they use good language skills to communicate. For example, they talk through what they are doing at activities and negotiate who will cook and who will make tea during role play. Children's listening skills are tested when using electronic toys which ask questions and speak to them. They understand how to operate basic information and communication technology equipment and are becoming adept at working the controls and to respond to the questions. Children are encouraged to think about their senses, and different textured fabrics and natural materials are provided for them to explore and investigate. They are encouraged to be independent and they manage self-care tasks well, for example, they independently use the bathroom, spread their own crumpets with butter at snack time and help to tidy away some toys before lunchtime. Children have great opportunities to explore the world around them. They have been involved in a 'birdwatch' scheme and have made bird boxes and fat balls for the birds to eat. Children grow vegetables and fruit in the garden and are able to explore the parklands in which the house is situated. They problem solve and work out how a range of different sized beakers stack together, and enjoy building with and knocking down blocks. Children have good opportunities to develop physical skills, for example, balancing on stilts or on a beam at the play park, or just running freely in wide open spaces.

The children begin to learn about personal safety, for example, when looking for cars on the school run or learning how to react to strangers. They are confident and vocal and are able to express their feelings developing some understanding of ways to protect themselves in the future. Parents provide lunchboxes for children, but the childminder enhances their knowledge of healthy options through activities, such as planting, growing and harvesting beans, tomatoes and fresh fruit. Children's understanding of personal hygiene is good. They wash their hands after using the toilet, often without reminder, and the colourful pictures in the bathroom help them to see how to wash effectively. The childminder manages unwanted behaviour effectively through offering explanations about the consequences of actions. As a result, children are learning right from wrong. The 'moment of kindness' board provides a good opportunity to celebrate children's kind behaviour with parents. Their self-esteem is also promoted through praise and encouragement, and therefore confidence grows rapidly, helping children to feel secure in their learning and development.

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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