

Inspection report for early years provision

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Inspection date	11/07/2012
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.

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Description of the childminding

The childminder was registered in 2003. She lives with her child aged 11 years in Fakenham, Norfolk. All areas of the home are registered for use by minded children. There is an enclosed garden for outdoor play. Local amenities are within walking distance of the home. The childminder has rabbits and fish as pets.

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. She is currently minding four children in this age group, who attend on a part-time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She supports children who speak English as an additional language. The childminder is a member of the National Childminding Association and the local childminding network. She holds a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in their learning and development, which is generally well reflected in their assessment records. The childminder has a very thorough knowledge of each child's needs, abilities and family background, ensuring that all children are exceptionally well included and their individual needs are consistently met. Children are provided with a stimulating and well-planned range of activities which enhance their overall development. Excellent partnerships between parents and other provisions children attend ensure continuity in children's care and learning. The childminder strives to improve her good practice further, using an effective system to evaluate her provision which leads to some targeted plans for future improvement.

What steps need to be taken to improve provision further?

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

- develop further assessment records to note any concerns about children's development and the agreed priorities for their learning
- develop further the process of self-evaluation and the use of reflective practice to identify and target areas for future development to further improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a clear understanding of her role with regard to child protection. Her knowledge of the local safeguarding procedures ensures that she has strategies in place to manage any concerns she

may have about children in her care. The required vetting procedures have been undertaken to ensure the suitability of anyone caring for children on the premises. The childminder is vigilant, checking the premises daily for any hazards and ensuring that children are supervised at all times. Robust risk assessments are completed annually or more frequently if changes occur. Furthermore, risk assessments are undertaken prior to any outings, ensuring potential hazards are identified and children can take part in a varied range of outings, with their parents being assured that potential risks have been minimised. The environment is particularly well organised to promote children's independent learning and create a child-friendly and welcoming space for activities. Equipment is of good quality and well maintained to fully support children's different stages of learning and development.

The childminder demonstrates a professional and dedicated approach to childcare. She has completed a range of courses, enhancing her knowledge of childcare practices, and actively seeks support from professionals in order to strengthen the service she provides for children and their parents. Recommendations made during the last inspection have been effectively addressed and the childminder has improved further aspects of her provision to enhance children's learning opportunities. However, while acknowledging that there are areas for further development, the childminder has not yet fully developed her action plan to ensure priorities are systematically targeted.

Equality and inclusion are at the heart of everything the childminder does. She has an exceptional knowledge of each child's backgrounds and needs, which significantly helps children to learn about and understand the society in which they live. The childminder fully embraces children's home language and they see resources which represent their culture and background within the broad range of accessible resources, displays and books. Excellent partnership working takes place to ensure every child receives high levels of support at an early stage. Children flourish as parents are fully involved in all aspects of the setting. A detailed welcome pack, access to policies and procedures, and information on children's learning and assessment ensure parents are fully informed from the start of the minding arrangement. Parents clearly feel welcome in the childminder's home and share information on children's progress and activities daily. They are encouraged to share their views and are very complimentary about the care provided and the progress their children are making. The childminder is committed to working in partnership with other agencies and settings delivering the Early Years Foundation Stage, and strong, well-established links are evident. As a consequence, there is effective continuity of learning and care 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, settled and confident with the childminder. They build caring and trusting relationships with her, which helps them to feel safe and secure while in her care. The childminder regularly observes the children during their play, using photographs and notes to make assessments of their achievements and to identify

their next steps for learning. She confidentially discusses aspects of children's development with parents and agrees where any additional support may be required. However, these learning priorities are not consistently noted throughout children's assessment records and, as a consequence, may not be consistently targeted within the planning of activities.

Children's enthusiasm and desire to take part in activities is very evident. They show high levels of motivation and independence in selecting their chosen play and managing to do things for themselves. The childminder challenges children to overcome any difficulties and successfully helps build their confidence in their own abilities. For example, young children gain a sense of achievement when learning how to operate a toy as a result of carefully guided encouragement from the childminder, so that they want to repeat this skill again and again. The childminder is adept at tuning in to children's needs and interests. For example, she follows their lead when choosing a favourite puzzle so children sit and concentrate, receiving praise for their achievement. Children's emerging language skills are enhanced through the constant use of open-ended questioning by the childminder. This encourages them to think and make decisions and enables them to share their views.

Children develop a keen interest in books and a range of puppets are used when telling stories. They thoroughly enjoy songs and rhymes, joining in enthusiastically. Props are frequently introduced, which help children while counting. A wealth of resources support children's imaginative and creative development. They frequently paint, draw, stick or use malleable resources, such as dough. The garden is used as an extension of the learning environment. Children delight in opportunities to engage in energetic play, climbing, sliding and running. They learn to manoeuvre wheeled toys and to use simple tools while digging in the sand or soil. A herb garden encourages children to explore their senses through touch and smell. Children relish opportunities to learn about the natural world. They observe snails and slugs, plant and grow vegetables and flowers and help to care for the childminder's rabbits.

Children build secure relationships and behave well because expectations for their behaviour and respectful rules, such as sharing and helping, are introduced from the moment they start. Even young children cooperate and negotiate with others through activities, such as playing with cars. Children relish opportunities to be helpful and responsible and know they need to tidy away toys so these do not get broken and they can continue to play safely. They regularly practise fire drills and learn about road safety while out, beginning to understand about personal safety. Children show a good understanding of the importance of following thorough personal hygiene routines by washing their hands with little prompting before eating meals or after handling pets. Meals are provided by parents and meet children's dietary requirements. Children freely help themselves to their drinks so they remain well hydrated. Regular outings locally ensure children develop a positive attitude to exercise and enable them to learn about their own community. As a consequence, children are developing positive attitudes and 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

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	1
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	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	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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