

Inspection report for early years provision

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Inspection date	16/07/2012
Inspector	Debbie Kerry
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 1992 and lives with his wife in a residential area of Norwich. The ground floor of the childminder's home is used for childminding. Access is via a step and there are a few steps to the enclosed garden for outside play. The childminder is able to take and collect children from local schools and pre-schools. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

He is registered to provide care for six children under eight years, of these, not more than three may be in the early years age group, and of these, not more than two may be under one year. When childminding with his wife, who is also a registered childminder, they may care for 12 children under eight years, of which not more than two of these may be under one year. At present, together they care for 11 children on a full- or part-time basis, of which seven are within the early years age range. The childminder also offers care to children aged over five years to 11 years.

He is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and his co-childminder provide a warm, welcoming environment for children where their welfare, safety and their learning is supported. All children are making good progress in their learning and development. The childminder works closely with his co-childminder to provide feedback and information to other settings that children attend to promote consistency in care. Overall, partnerships with parents are very effective to ensure that all information about children's care and learning are shared. The childminder shares responsibility for health and safety with his co-childminder. They have worked together to review their practice to support children's welfare and learning well and demonstrate a strong capacity for future improvements.

What steps need to be taken to improve provision further?

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

- develop partnership working further to provide opportunities for parents to share their children's achievements from home and add comments to their progress records.

The effectiveness of leadership and management of the early years provision

The childminder has recently up-dated his safeguarding children training and has an excellent knowledge on what to do if he should have any concerns about children. The policy contains all information and local contact numbers as a reference point so that he knows what to do and where to go should he have any concerns about the welfare of a child in his care. The childminder completes detailed written risk assessments for all areas of the home, garden and for all outings. This ensures that children are effectively protected from any potential hazards, whilst in his care. He practises the fire evacuation procedures with children on a regular basis. This is done on different days to ensure that all children are able to learn and develop a clear knowledge of what to do in an emergency. The childminder ensures that written records of these are kept to reflect that children's safety is a high priority.

The childminder has developed close relationships with the parents of minded children. This helps children to feel safe and secure when in his care. They exchange information each day about the children's day-to-day care needs and home routines. He provides information on children's learning and development to his co-childminder, who writes up their daily diaries/learning records which are shared with parents each day. This helps to keep them fully informed about their children's play, learning and achievements. However, not all parents use these to record children interests and learning from home to ensure that they are fully involved with their children's learning. The childminder demonstrates a positive understanding of the value of forming professional relationships with other providers and supports his co-childminder who takes lead responsibility for establishing these links. As a result information is exchanged with other providers to promote continuity of care and to support children's learning and development.

The childminder works in a supportive role with his co-childminder. His co-childminder takes lead responsibility for writing up all documentation, policies and procedures with input from the childminder. Children have access to an extensive range of resources. The childminder takes on the practical role of making and sourcing additional resources and ideas for themes that follow children's interests. He uses these skills effectively to support children's learning well. For example, he finds number songs on the internet that can be introduced to support children's understanding around numeracy. The clear business plan and self-evaluation show the childminder's commitment to on-going improvements. He ensures that all training is maintained to ensure that children's health and welfare continues to be effectively promoted.

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

Children are developing an excellent understanding of personal hygiene routines as they know to wash their hands before eating and before cutting the spinach they have grown for their lunch. They can manage their own toileting needs well and

are developing good self-care skills as they are learning to dress themselves. Children are provided with a wide range of fresh fruit and toast for snacks in the morning which they help to cut up under close supervision of the childminder. This helps to develop their independence and supports their understanding of how to use equipment safely. His co-childminder prepares and freshly cooks all the meals for minded children, based on their individual dietary needs as discussed with parents. These are displayed to ensure that the childminder knows and can respect their individual needs. There are highly effective practices in place around health and hygiene to promote children's on-going health and welfare. Children are extremely safe and secure in the childminder's care. They are given clear explanations to help them stay safe, for example, as they are reminded to walk in case they fall over.

The childminder reads stories to children to help them develop a very good understanding of literacy. The childminder encourages children to share and take turns when playing games. He hides shells and coins in the sand for the children to find and they each have a go at hiding items as they explore, dig and build to make sand castles. Children count how many sand castles there are and are confident in counting as they add one more and know how many this will make. This develops their understanding around numeracy. Children have very good opportunities for outside play and use the play house that the childminder has built, to access exciting resources, dress-up and act out scenarios. The childminder gets down to children's level and joins in with their play, using good questioning skills to extend children's learning. Children are able to recall past events and activities which shows they are developing good their language for thinking and memories. Younger children have resources placed within their reach which helps them to make choices in what they play with. All resource boxes are clearly labelled with photographs and words so that children can make independent and well informed choices. Additional resources are requested by children to support their individual interests. The childminder includes all children in the activities and experiences offered ensuring that they can all participate.

The childminder undertakes regular observations on children in the early years age range. He shares these with his co-childminder who records the activities they do and what they have achieved. Their records show that they are clearly linked to the six areas of learning reflecting that children are receiving a broad and balanced range of play opportunities to support their on-going learning and development. Photographs and examples of children's work are included in their diaries to reflect their achievements and everyday learning experiences. Children's next steps have been clearly identified and are included in the weekly plans. These are evaluated and noted when their next steps have been achieved to reflect that they are making good progress 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
The extent to which children adopt healthy lifestyles	1
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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