

Inspection report for early years provision

Unique reference number	EY415742
Inspection date	20/02/2012
Inspector	Jacqueline Mason

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 has been registered since 2010. She lives with her husband and two daughters aged 13 and six years in a village in Norfolk. The whole of the ground floor is used for childminding, including downstairs toilet facilities. There is a fully enclosed rear garden available for outdoor play. The family has a cat as a pet.

The childminder is registered on the Early Years Register to care for no more than five children under eight years at any one time. Of these, three children can be in the early years age range. She is also registered on both the compulsory and voluntary parts of the childcare register. The childminder is currently caring for seven children, all on a part-time basis. Four of these children are in the early years age range. 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.

The Early Years Foundation Stage is promoted to a good standard to help children make steady progress in their learning and development. Children are happy and settled in the childminder's warm and welcoming home and are fully included in all activities and routines of the day. Partnerships with parents, and others who provide care and learning for the children, are effective to promote continuity of care and learning. Health and safety requirements are met and the childminder has all necessary documentation in place, including, written policies and procedures that are routinely shared with parents. The childminder is aware of the importance of self-evaluation and is developing methods for assessing her strengths and area for development in order to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop planning, observation and assessment in order to ensure that children are making progress in all areas of learning
- improve methods for self-evaluation in order to identify the setting's strengths and areas for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively protected because the childminder has a good knowledge and understanding of safeguarding issues. She has attended safeguarding training and is aware of the signs and symptoms of abuse to help her

recognise when children maybe at risk. She knows how to report concerns in line with the Local Safeguarding Children Board guidelines. The childminder carries out comprehensive risk assessments for indoor and outdoor spaces used by children to ensure that children are able to play safely. Risk assessments are also carried out for all outings, to ensure that community facilities used by them are safe and that any risks are identified and managed. The environment is organised effectively to meet children's individual needs and promote inclusion. An extensive range of toys and resources are provided that are stored to enable children to access them independently.

The childminder has friendly and trusting partnerships with parents that help to promote continuity of care for all children. Parents report that they strongly value the support she offers the family and that their children look forward to their time with the childminder. All necessary policies and procedures are in place to ensure the efficient management of the setting. These are routinely reviewed and shared with parents to keep them fully-informed about the service the childminder provides and help them make knowledgeable decisions about their children's care. The childminder has successful partnerships with others who provide care and learning for the children so that any concerns about children's development or well-being can be quickly and effectively managed.

The childminder recognises the importance of self-evaluation and has informal arrangements, such as discussion with parents and observation of children, to monitor the strengths of her setting and areas for development. In addition, she has also made changes to the way she works following her early childminding experiences. She has recently begun assessing her childminding service using the local authority RAG (Red, amber, green) rating system (Towards Excellence in the Early Years) in order to formally evaluate the quality of the service she provides. As a result, an action plan is being developed that will help the childminder to effectively promote continuous improvement.

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

The childminder knows the children very well, establishing their starting points when they first attend the setting through gathering useful information from parents. She plans a stimulating and varied range of activities for the children to experience, built around their interests and stage of development. Although the tracking of children's learning and development is not robust to ensure that experiences are balanced across all areas of learning, the childminder successfully observes and assesses children as they play. She records their development, using written observations and assesses the information gained to identify the next steps in their learning.

Children are developing skills for the future. An extensive range of toys and resources are maintained that are interesting, fun and stimulate children's curiosity. The childminder helps children to learn about colour, number and shape through everyday play situations, such as, talking about the shape of cutters when playing with play dough. The childminder promotes children's interest further by

extending activities, such as, adding aromas to the playdough. Children predict the smell, using words such as 'mint' and 'orange' with confidence. The childminder promotes children's language development well, chatting with them about what they are doing, their home lives and helping them to make links between home and the setting. The children chat confidently about their family members and their pets. Children enjoy looking at books, holding them correctly and turning pages one at a time. They retell familiar stories using the illustrations as a guide and look at 'lift the flap' books with the childminder, joining in with repeated refrains and confidently predicting what is under each flap. Children are encouraged to take turns lifting the flap, promoting well the concept of sharing and taking turns.

Outdoor play is encouraged and children have daily opportunities to be active. The childminder helps children to develop respectful attitudes to others and promotes positive images of culture, gender and disability. Children have very good relationships with each other and display kind and caring attitudes, helping each other put on their shoes before going outside and sharing popular resources. The childminder manages unwanted behaviour sensitively, taking into account their age and level of understanding. Good behaviour and individual efforts are praised. The childminder accesses a wide range of activity groups at the local Children's Centres, including, messy play, story time and music groups. Other outings, include trips to local playgrounds and walks in the local community. Through outings, children have opportunity to meet with other children and develop their social skills.

Children's health, physical and dietary needs are met to a high standard. They take part in emergency evacuation practises and learn how to keep themselves safe, for example, the childminder supports them in learning about road safety when on outings. Children have ownership of their health and well-being and are developing self-care skills, recognising when they are thirsty and washing their hands before eating. Through dressing and undressing teddies and dolls, children are learning about the importance of suitable clothing for different weather conditions, laughing as they put Wellington boots on the doll so she can 'splash in the puddles'.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met