

## Inspection report for early years provision

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<b>Unique reference number</b>	EY369289
<b>Inspection date</b>	31/10/2008
<b>Inspector</b>	Sally Ann Hubbard
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the childminding

The childminder lives with her husband and two children aged nine and five years in the village of Littleport, which is near to the and the bathroom on the first floor are used for childminding and there is a fully enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is registered to care for five children at any one time and is currently minding five children, some of whom attend on a full-time basis. The childminder walks to the local school to take and collect children. She attends local toddler groups, takes children to the local library and park.

The childminder's premises has level access to the front door and toilet facilities are on the ground floor. She supports children who speak English as additional language and is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

The childminder knows the children she cares for well and generally provides effectively for children in the Early Years Foundation Stage (EYFS). She has good relationships and works closely with parents and carers and information is regularly shared enabling her to meet children's needs and treat them as individuals. The childminder is in the early stages of using observations and assessment and does not formally plan activities to help individual children, therefore, she is not yet able to effectively measure how they are progressing. Children's welfare and safety are assured through informal processes for assessing risks and identifying hazards around the home and when out and about.

## What steps need to be taken to improve provision further?

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

- develop the observation and assessment records for children and use these to identify learning priorities.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a risk assessment is conducted and regularly reviewed (Suitable premises, environment and equipment and Safeguarding and promoting children's welfare) 19/11/2008
- develop a system for planning which ensures children can participate in activities to meet their individual development needs (Organisation). 19/11/2008

## **The leadership and management of the early years provision**

Children's health and welfare is effectively promoted as the childminder has all the required documentation in place including detailed written policies, which are shared with parents. These records ensure that the individual care needs of all the children are met. The childminder implements hygiene procedures that effectively prevent the spread of infection and illness. She is appropriately qualified and is committed to undertaking further training courses to develop her knowledge and skills, for example, in inclusive practice, observation, planning and assessment. The premises are kept secure to keep children safe, visual risk assessments are undertaken and suitable steps have been taken to eliminate hazards to children around the home and garden. However, there are no records in place to support this and show how aspects of the environment are regularly checked to ensure risks to children are minimised.

The childminder has developed good partnerships with parents and carers and she keeps daily diaries for the younger children ensuring all relevant information is shared. She works well with parents to meet children's individual needs and promotes their home language appropriately. The childminder has started to use self-evaluation to identify her strengths and some areas where she needs to improve and she will continue to use this. She is able to protect children from possible harm as she has sound knowledge and understanding of the Local Safeguarding Children Board procedures.

## **The quality and standards of the early years provision**

Children are happy and well settled; they interact well with the childminder and have good relationships with her which enables them to enjoy their time with her. The childminder knows the children well and provides an appropriate range of toys, resources and activities to help them develop social skills appropriately and also to make some progress in their learning. They enjoy a variety of activities having recently done some pictures and cooking for Halloween. Children develop a range of different skills as they take part in the activities, such as painting and planting seeds. Children's language is promoted as the childminder talks to them as they play and they respond well to her, for example, when playing with small figures. They learn some basic sign language to help them communicate early on. The learning environment is well organised and toys are accessible to children enabling them to make choices and play independently.

Although the childminder thinks about the activities she is going to do with the children she does not plan these to help individual children's progress. She has begun to make observations and assessments. However, as this process is in the early stages it is not fully effective in identifying the next steps for children's learning or showing how children are progressing.

Children's welfare and good health is promoted as they learn about keeping safe, for example, when they walk to school with the childminder or on outings to the local park. Children are encouraged to take part in physical activities both indoors

and out and are helped to learn that it is good to exercise. They enjoy nutritious, well balanced meals made from fresh ingredients and learn what foods are good for them. Children respect others and find out about different cultures as the childminder follows topics covered by the local school. They visit toddler groups in the local community which helps them to develop their social skills.

Children are given a good role model for behaviour as the childminder is positive and gives them encouragement and praise. Boundaries are clear and reinforced appropriately. A daily exchange of information with parents enables the childminder to continue to meet children's on-going needs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.