

Inspection report for early years provision

Unique reference number	EY269543
Inspection date	20/11/2008
Inspector	Melanie Calway
Type of setting	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 was registered in 2004. She lives with her partner and her three children, aged 14, 13 and two years in a village, close to Dereham, Norfolk. The whole of the childminder's house, with the exception of the two teenager's bedrooms, is used for childminding and there is a fully enclosed garden for outside play. The ground floor of the property is on one level and there is a downstairs toilet. The childminder walks and drives to local schools to take and collect children.

The childminder is registered to care for five children under eight years at any one time and can care for a maximum of 11 children when working with another childminder. She works alongside her partner who is also a registered childminder. A third registered childminder also assists at times. She is currently caring for seven children in the early years age group, all on a part-time basis. She is also registered to care for children over five. This provision is registered by Ofsted on the Childcare register. The family has two cats.

She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides effectively for children in the Early Years Foundation Stage. She works alongside her partner, who is also a registered childminder and together they offer a warm and relaxed environment where children are happy and settled. She works closely with parents to ensure that children's individual needs are met and has close links with other providers in the local area. She is beginning to evaluate her practice to effect some improvements.

What steps need to be taken to improve provision further?

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

- organise the environment and resources to provide an attractive and stimulating learning environment and to promote children's independence
- develop observation and assessment to clearly identify next steps for children's progress so these can be used to plan for individual children
- provide guidance for parents on appropriate food content for packed lunches.

The leadership and management of the early years provision

Children's welfare, care and safety are promoted well. The needs of individual children are met because the childminder knows the children well and obtains information about any specific requirements and adapts activities so that all children can be fully included in the setting. She communicates well with parents who are kept informed about their children's achievements. She also exchanges

information with other providers in the area to give children continuity of care. All of the required documentation is in place and policies and procedures which cover many aspects of the service. The childminder uses regular training opportunities and links with a local network to identify some areas for improvement although the self-evaluation system is not yet wholly effective.

Children are safeguarded as the childminder has a good understanding of safeguarding procedures and understands her responsibility to refer any concerns about children's welfare. There is a clear safeguarding policy in place and all persons working with children are suitably vetted. The childminder conducts a regular risk assessment to ensure that the premises are safe. There are good procedures for outings, for example, children wear high visibility jackets when they walk to school in winter and know the rules about going out. Risk assessments are also undertaken for outings and regular fire drills ensure that children know what to do in the event of a fire.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care and their individual needs are met. Children are offered a range of suitable activities and young children enjoy messy play with painting or sand. They also enjoy cuddling up for stories on the sofa and participating in stories at snack time. Children go out regularly and go to feed the ducks or the horses. The childminder knows the children well and is aware of what they like to play with. Activities are planned to cover the different areas of learning. Children have opportunities to draw and write and the childminder picks up on opportunities to count with children as they play. Puzzles and construction encourage problem solving skills. She has started to make observations of children's play and learning but is not yet clearly identifying the next steps for individual children to plan for their progress. Parents are kept well informed of their children's achievements through the use of daily diaries and scrapbooks have been started. The childminder and her partner, who works with her, support children as they play, chatting to them to encourage their involvement. Children are given choices about what they would like to play with and the adults fetch any items they may want. However, the premises are not well organised to provide a stimulating or attractive learning environment and resources are not attractively presented. Children can access some toys for themselves but the environment is cluttered and there are some resources they cannot access or have to ask adults for, which does not fully promote their independence.

Children stay healthy because there are suitable hygiene procedures in place and appropriate measures are in place to prevent the spread of infection. Parents are advised to exclude children who are infectious and notices are up regarding current infections. Children are learning to wash and dry their hands in the downstairs bathroom and know this is to prevent germs. A healthy snack of fresh fruit is offered and the household sits down together making snack and meal times pleasant social occasions. Fresh drinking water is always available. Parents provide packed lunches but the childminder does not offer guidance on what to provide to ensure that children have a healthy diet. Children have plenty of fresh air and

exercise as they walk to school every day. Children learn to keep themselves safe as they are taught safety rules and given explanations about safety through the daily routine. They also practise the fire drill so they learn about what to do in case of fire. Children enjoy their time at the setting and build up positive relationships with the adults and with each other. The house rules set out clear expectations for children's behaviour. Children learn to play together and develop their communication skills to help them build their 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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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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 the last inspection.

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.