

Inspection report for early years provision

Unique reference number	256719
Inspection date	21/04/2009
Inspector	Georgina Emily Hobson Matthews
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 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 1995. She lives with her husband and two teenage children in Wymondham, in Norfolk. Access to the childminder's home is via a shallow step and local amenities are within walking distance of her home. Children have access to all parts of the childminder's home and an enclosed garden is available for outdoor play. The childminder walks to local schools to take and collect children. The family has three cats, a rabbit and a guinea pig 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 Foundation Stage (EYFS). She is currently minding five children in this age range. She also offers care to children over five years. This provision is registered on the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

The provision is good. The childminder provides effectively for children in the EYFS as she creates a calm and welcoming atmosphere within a safe and secure environment. She generally builds strong partnerships with parents and has made links with other EYFS providers in order to form a secure understanding of children's individual needs. This enables her to provide children with an appropriate range of resources and activities in order for them to make progress within their learning. Most documentation is in place and the childminder accesses some additional training in order to update her knowledge. She is beginning to evaluate her childcare provision and has identified key strengths and some areas for development in order to make continuous improvement.

What steps need to be taken to improve provision further?

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

- update understanding of safeguarding children issues
- talk to parents to make sure that each child is being cared for appropriately; value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.

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

- obtain all necessary information and written permission to seek emergency medical advice or treatment from parents in advance of a child being admitted to the provision (Safeguarding and promoting children's welfare).

08/05/2009

The leadership and management of the early years provision

Children's welfare, learning and development are promoted well as the childminder accesses ongoing training to update her knowledge and to improve her practice. Children develop a positive attitude to exercise as they have regular access to a pleasant garden and local parks. They have lots of opportunities to explore a variety of physical movements as they use a wide range of age-appropriate outdoor equipment such as a small slide and seesaw, a range of cars and tricycles and a selection of balls, hoops and skipping ropes. Children move with control and co-ordination on a large climbing frame and are able to travel around, over, through and to balance and to climb. They learn to manipulate small tools as they mould dough and make masks. Children's health is promoted as the childminder has good systems in place to prevent the spread of infection and holds most of the required records for the safe and efficient management of her provision. However, all necessary information and written permission to seek emergency medical advice or treatment is not in place for one child in order to assure each child's welfare. The childminder maintains current paediatric first aid training and recently has completed food hygiene training. Children are encouraged to develop good hygiene. They wash their hands before eating and after toileting and outdoor play. They learn to use and dispose of tissues and to cover their mouths when coughing. The childminder talks to children about healthy foods during projects such as 'The Hungry Caterpillar'. She prepares meals for children and encourages them to make healthy choices. Children have access to drinking water throughout the day.

The childminder has carried out a risk assessment of her home in order to minimise any potential hazards to children. She reassesses this on a daily basis and completes a basic risk assessment of any planned outings. The childminder has a secure understanding of how to protect children from harm or neglect and has attended training in this area in the past. This training requires updating in order to ensure that the childminder is up-to-date with the Local Safeguarding Children Board guidance and procedures. Systems are in place to ensure that all adults having access to children are suitable to do so. Children are helped to stay safe as the childminder supervises them at all times. They learn to stay safe as the childminder raises their awareness of road safety and 'stranger danger'. Children regularly practise fire evacuation in the childminder's home and she talks to them about everyday hazards such as running in front of the slide and the swing.

Generally, the childminder works well in partnership with parents and works closely with them to meet children's needs. She shares information about her practice prior to the commencement of care, gathers information from parents about children's individual needs and discusses children's ongoing progress with parents each day. Consequently, parents' satisfaction with the childminder's provision is reflected within their positive feedback. However, the childminder has not yet formed a working partnership with the parents of one child in order to provide appropriate care.

The quality and standards of the early years provision

The childminder has a secure understanding of the EYFS and uses this knowledge to plan a range of activities that cover all areas of learning based on a selection of themes. She maintains a record of observations of each child's play and has introduced a system to observe and assess children's progress. The childminder is beginning to identify the next steps required within each child's learning in order to inform her planning more effectively. She is aware of the need to exchange information with other providers delivering the EYFS for a child and has formed links with other local EYFS settings.

Children enjoy listening to stories and are able to anticipate and to recall events. They select from a range of books and handle these with care. Children learn that print carries meaning and some children recognise their names and begin to link sounds to letters for example as they complete an alphabet puzzle. Children have opportunities to mark-make and to practise their emergent writing. They recognise numbers as they complete puzzles and make clocks. Children observe and care for a rabbit and a guinea pig. They learn about their community on local outings to pick blackberries, to feed ducks and on picnics. Children develop their imagination as they use a range of creative resources such as paints, dough and a selection of craft materials. They show interest and enthusiasm in activities and particularly enjoy making a 'hickory, dickory, dock' clock. Children concentrate on the activity and are eager to talk about this on completion. They immerse themselves in imaginary play with miniature world resources and as they care for babies or make meals in the garden playhouse. Children's behaviour is good. They show interest and enthusiasm in activities and are able remain focused for periods of time. Most children are confident and are keen to share information, for example as they talk about their pets. They assist in daily routines as they clear resources after use. Children develop independence as they learn to put on shoes, access the toilet independently and to drink water when they are thirsty.

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?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
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

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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