

Inspection report for early years provision

Unique reference number	256199
Inspection date	09/03/2009
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 1995. She lives with her children, aged 17, 15 and 13 in a village near to the town of Fakenham, Norfolk. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. 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 age range. She is currently minding six children in this age group. She is registered on the Early Years Register. She also cares for children over eight. This provision is also registered by Ofsted on the compulsory part of the Childcare Register. The family has two dogs and two rabbits.

The childminder walks to collect children from the local school and pre-school and to a local park. She also drives them on occasional outings to 'Mega Fun' and to the shops.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children benefit from a safe and secure environment and have established positive relationships with the childminder who knows them very well. The childminder obtains information about their individual needs and preferences so that she can care for them effectively. She is developing systems to observe and assess their learning. She exchanges information regularly with parents about the children and has good links with the local school and pre-school so she can offer continuity of care. Issues raised at the last inspection have been addressed and the childminder is booked onto training courses to update her knowledge and skills.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan learning experiences for each child, encouraging parents to contribute to the records, sharing their knowledge of their children's achievements
- use self-evaluation to reflect on your practice and identify strengths and areas for development.

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

- clearly state in the risk assessment when it was carried out and by whom (Suitable premises, environment and equipment).

06/04/2009

The leadership and management of the early years provision

Children's welfare, care and safety are suitably promoted. All of the required documentation is in place for the safe and efficient running of the service. Paperwork is well ordered and organised in folders. The childminder has begun to focus on her practice to identify her strengths but is not yet using self-evaluation to identify areas for development. The childminder has developed some useful policies and shares these with parents when they start. Information about individual children's care and routines is obtained through discussion and through an 'All about me' booklet which provides information about children's backgrounds, likes and dislikes. The childminder has started to keep observations of children's learning. Parents are able to see their children's scrapbooks at any time and exchange information about their care and development but they are not yet contributing to the records to share their knowledge of their children's learning.

Children's safety is promoted well. The environment is safe and secure. The childminder has carried out risk assessment on all areas of her environment and for each type of outing, identifying how risks have been minimised. However, the record of risk assessment does not clearly state when and by whom it was carried out. There are effective procedures in place to keep children safe on outings. Children are appropriately restrained or hold hands and learn about road safety as they practise the 'Green Cross Code'. All of the required fire safety equipment is in place and children practise the fire drill at regular intervals and learn what to do in the event of a fire. Children are safeguarded from the risk of abuse or neglect as the childminder has a policy which outlines her responsibility to refer any concerns she may have about children's welfare. She has the necessary information to be able to act appropriately.

The quality and standards of the early years provision

Children are settled and happy in the childminder's care. She knows them very well and can cater for their individual needs. Children make sufficient progress in their learning and development because the childminder plans and provides a range of appropriate activities. She chats to them as they play to encourage their language and they talk about what they are doing as well as recent experiences. Children enjoy craft activities at the kitchen table, painting clay models they have made. A dedicated playroom is available and resources are arranged in tubs, on low shelves and in labelled drawers so that children can select resources for themselves. An enclosed garden is available for outside play with swings, ride-on toys and a sand tray. The childminder plans some activities with children's interests in mind for example children's interest in dinosaurs is extended by planned activities such as a trip to the dinosaur park, and dinosaur books. Children are confident in communicating with the childminder who listens to them sensitively and values what they say. They enjoy selecting stories and listening to them on the childminder's lap. Opportunities to count and problem-solve are available as children play with construction and do puzzles. Children use their imaginations as they play with small world toys or dress up and have opportunities to express themselves using different media such as paint, play dough or clay. They have

opportunities to be active as they play in the garden every day and walk to school and pre-school with the childminder. They also walk to the local park and have regular trips to 'Mega Fun', an indoor play area. Children learn good manners and learn to stick to the rules. Their independence is promoted as they choose their snack and help to prepare it. As a result they develop confidence and self-esteem. They are developing positive relationships with the childminder and show their affection to her. The childminder is beginning to make observations of children's learning and to record some next steps for their development. She keeps these in scrap books with photographs to keep a record of what they are doing. However, she is not yet using observations systematically to plan for each child's learning.

Children's health is promoted well. They enjoy a healthy snack of fresh fruit, vegetables and bread sticks. Some children bring packed lunches and the childminder prepares a wholesome snack lunch for others. Fresh drinking water is available at all times for children to help themselves to. The childminder talks to them about a healthy diet to enhance their understanding. Children's dietary and religious requirements are met. The home is clean and toys are cleaned on a regular basis. There are good procedures in place to minimise the risk of infection such as separate towels. Children learn about good hygiene as they use the downstairs bathroom independently to wash their hands and brush their teeth. Children have regular exercise as they walk to school every day and play in the garden. Children are kept safe as the premises are safe and secure and the necessary safety measures are in place. Children learn about safety as the childminder gives them routine explanations in the home and talks to them about road safety when they are out. Children enjoy their time with the childminder and develop good relationships with her and with each other. As a result they are developing useful 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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	2
How well are children helped to enjoy and achieve?	3
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

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.