

Inspection report for early years provision

Unique reference number	256016
Inspection date	05/05/2009
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 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 1996. She lives with her husband and two younger children, aged 14 and 12 in Fakenham, Norfolk. The whole of the childminder's house, with the exception of the younger children's bedrooms, is used for childminding, and there is a fully enclosed garden for outdoor play. The family has a cat, some fish and terrapins as pets.

The childminder is registered on the Early Years Register. She 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 four children in this age group. She also cares for children over five. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools and pre-schools.

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. As a result, she can provide them with appropriate activities and their individual needs are met. The childminder exchanges information about the children with parents on a regular basis to enable her to care for them effectively. The childminder accesses training and is aware of the areas she needs to develop. Actions from the last inspection have been satisfactorily addressed.

What steps need to be taken to improve provision further?

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

- develop observation and assessment to identify learning priorities and plan for each child and involve parents in the process, encouraging them to share information about their children's learning and development
- obtain written permission from parents where children are to be picked up by another adult.

The leadership and management of the early years provision

Children's care, welfare and safety are suitably promoted. Records are in place to ensure that children are cared for appropriately. Information about children's individual needs is obtained from parents. However, the records do not include written permission from parents where children are to be picked up by another adult. A well organised parent pack is provided for parents to inform them about the setting and children's records are maintained to observe confidentiality. A

regular daily exchange takes place about children's care and development. The childminder is willing to effect improvement and has addressed the actions raised from the last inspection resulting in improved outcomes for children's safety and welfare. The recommendation from the last inspection regarding learning and development is still outstanding and the childminder is awaiting training to help her to address this. The childminder notes down ideas for herself in a diary and involves the children in the provision, for example, by taking their views into consideration when ordering new toys.

Children are kept safe as the childminder has reviewed safety measures in the home and in the garden. The ponds are covered and the garden is checked before children go out. A written record of risk assessment is now in place and is revisited as issues need to be reviewed. A full risk assessment is carried out for each type of outing. The childminder talks to children about safety as they are out and about so that they begin to learn about keeping safe. Children are protected from the risk of fire as a fire evacuation is practised so that the childminder and the children know what to do in the event of a fire. The necessary fire prevention equipment is in place. Children are safeguarded from the risk of neglect or abuse as the childminder understands her responsibility to refer any concerns she may have about children's welfare to the appropriate authorities.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. She knows them very well and is aware of their stage of development and what they are interested in. As a result she is able to provide them with appropriate activities which motivate them and hold their interest. The childminder plans activities but has a flexible approach and follows the children's lead. Children are able to choose resources and ask the childminder for additional items they want. The childminder supports children as they play, getting down to their level and chatting to them as they play and asking them questions to develop their language and thinking skills. Children communicate confidently with the childminder and feel secure. They persist well at self-chosen tasks, for example, playing for some time and using their imagination with small world play. The childminder responds to their needs and when they find a ball she responds by getting out the ball pool. She encourages children to count as they play saying 'can you find me two yellow ones?'. Children develop physical skills and co-ordination as they throw the balls into the ball pool. They are learning to be independent and take responsibility for their environment as they are encouraged to tidy toys away. Children learn about the world around them through planned activities such as planting sun flowers and watching the seeds germinate and grow. The childminder is beginning to make some observations of children's play and learning but is not yet using these to identify the next steps to help them progress and plan for individual children. As a result they are not always offered sufficient challenge.

Children's welfare is suitably promoted. There are satisfactory hygiene procedures in place. Children are encouraged to wash their hands before eating and after using the toilet. Appropriate measures are in place to protect children from the risk of infection and parents are advised about sickness procedures. Information on

children's medical needs is obtained and care plans are in place for children who have allergies to ensure that they are protected and can be fully included in the setting. Parents provide lunches and children sit down together for lunch making it a pleasant social occasion. Children's drinks are kept out in the kitchen and they are reminded to have a drink at regular intervals. Some opportunities to learn about how to live a healthy life-style are provided through topics such as 'the food we eat'. Children learn about safety as they learn the rules when going out and know that they need to hold hands or hold on to the push chair. Children develop positive relationships with each other and with the childminder and play together happily or on their own. Behaviour is managed in a positive way and the childminder encourages children to care for each other and respect each other's differences. Some resources are available which help develop awareness of the world around them. Children are developing skills for the future as they learn to play together and develop confidence and self-esteem.

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?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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