

Inspection report for early years provision

Unique reference number	256375
Inspection date	01/06/2009
Inspector	Susan Cox
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 1989. She lives with her husband and 15-year-old child in a market town in Norfolk. The ground floor of the childminder's home is used for childminding. Access is via a side entrance with a low step and there are steps to the enclosed garden for outdoor play. The family has three dogs 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 age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The children attend the local schools and pre-schools.

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. The childminder knows the children well and actively works with their parents and other provisions they attend to provide continuity of care. Children's welfare and safety is generally supported. The childminder has an understanding of her strengths, however, she does not yet effectively evaluate the service she provides to identify areas for improvement. Children make acceptable progress in all aspects of their learning and development.

What steps need to be taken to improve provision further?

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

- make sure the risk assessment covers anything with which a child may come into contact, this particularly refers to the security of the premises and garden
- develop an effective self-evaluation and quality improvement process as the basis of ongoing internal review
- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 13/07/2009
- implement an effective behaviour management policy (Safeguarding and promoting children's welfare). 13/07/2009

The leadership and management of the early years provision

The childminder has a sound understanding of the Early Years Foundation Stage (EYFS) and has started to use this in her work. She has attended a range of short courses and updated her first aid training to help her respond to the needs of the children. Recommendations from the last inspection have been met including ensuring drinking water is readily available to children and they now drink regularly to meet their own needs. The childminder has started to consider the self-evaluation process. However, this does not effectively evaluate the service provided to help her identify areas for development which will improve the provision for children. Risk assessments are conducted and some action has been taken to minimise risks to children in the home, garden and on outings. However, a full assessment has not been conducted on the security of the premises. There is a low catch on the gate to the premises. The gate is not visible to the childminder when supervising children playing in the garden and she is not always able to see older children going back into the house when they need the toilet. Consequently, there is a potential risk of children leaving the premises without supervision or an unauthorised person gaining entry.

The childminder has not been approached to work with children with learning difficulties and/or a disability. In discussion, she displays a clear understanding of the need to work in partnership with parents and any professionals supporting the children to make sure she can include them and meet their specific needs within her busy childminding routine. The childminder has established good working relationships with parents. She keeps them well-informed about what their children do through a regular chat and a diary helps to ensure important information is exchanged effectively. Parents comment positively about the care of their children and many have written references to this effect. The childminder sometimes helps on the rota at the pre-school and there are developing links with the school to ensure that all parties are kept up-to-date to support children's welfare and provide continuity in their learning and development. Children are safeguarded as the childminder has a clear understanding of child protection issues. As a result she knows the action to take if she has concerns so that children may be appropriately protected.

The quality and standards of the early years provision

Children walk to a range of activities and frequently play in the fresh air to help promote their good health. They play in the garden where they run freely, play with hoops and bean bags and ride a range of wheeled toys. Children play imaginatively in the playhouse with the good range of resources acting out real and imaginary experiences. Books are enjoyed sitting in the shade, they explore the sand and get excited as they roll cars down a slope or tube watching how fast they go. Older children practise their football and netball skills and children find challenge in the large apparatus in the park. Older children learn how to manage their personal hygiene effectively and little ones are sometimes given sensitive support to help them learn the required skills. Children eat a packed lunch supplied by their parents to meet their particular dietary requirements. They have a snack,

provided by the childminder, such as bread sticks and fruit and they are growing tomatoes and runner beans to eat as they learn more about what is good for them. Children needing medication are sensitively supported and older children are encouraged to self-administer their inhaler. However, the required written parental permission is not in place to ensure the administration of medicines is according to parents' wishes.

Children's behaviour is sometimes good as they are supported by the childminder to play together and share and take turns. For example, she helps them negotiate and share a favourite buggy in the garden. However, at times their self-esteem is not sensitively promoted as negative aspects of their behaviour are discussed in front of them and other children.

Children make satisfactory progress in their learning and development. The childminder realises the benefits of child-led play and often develops learning opportunities from these as they arise. Some observations are made but are not always used effectively to show what all children in the EYFS need to do next in order to extend their learning. Children frequently choose what they want to do and find the resources to organise their play well. They chatter happily to the childminder and to each other as they play. Little children snuggle up for a story and talk about the pictures and their enjoyment of books is extended as they visit the library. They count frequently as they thread, count the books on the shelf and sing number rhymes. Trips to Norwich, using the park and ride or visits to the beach are used to stimulate interest and many learning opportunities are explored. Children play with friends at the local childminding group and also join in with the music session as they learn how to socialise and express themselves freely. They play in the sand using a range of tools and containers and explore their creative skills as they paint and take part in craft activities.

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?	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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and ensure all necessary measures are taken to minimise any identified risks. This particularly refers to the security of the premises (Suitability and Safety of Premises and Equipment) 13/07/2009
- maintain a record of a parent/guardian/carer's consent for the administration of medicines (Records to be kept). 13/07/2009