

## Inspection report for early years provision

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<b>Unique reference number</b>	256249
<b>Inspection date</b>	07/07/2009
<b>Inspector</b>	Melanie Calway
<b>Type of setting</b>	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 1991. She lives with her husband, an adult child and a child aged 12, in a village near to the town of Wisbech. Childminding takes place on the ground floor with the exception of the bathroom, which is on the first floor. There is a fully enclosed garden for outdoor play. The childminder has a hamster as a pet.

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. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school to take and collect children and takes children on regular outings to a toddler group, local attractions and walks in the village. She is a member of the West Norfolk Childminding Network and currently receives early education funding for three and four-year-olds. She is also a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are met as the childminder knows them well and uses observation effectively to help her to plan appropriate experiences to extend their learning. There is a good exchange of information with parents to ensure that children are cared for effectively. The childminder uses training opportunities and links with her local childminding network to improve and develop her practice.

## What steps need to be taken to improve provision further?

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

- encourage parents to contribute to the learning records, sharing their knowledge of their children's achievements to more fully involve them in the assessment process and develop further partnerships with other providers of the Early Years Foundation Stage (EYFS)
- develop self-evaluation to identify the setting's strengths and priorities for development, for example, by using the Ofsted self-evaluation form and processes.

## The leadership and management of the early years provision

Children's welfare, care and safety are promoted well. All of the required documentation for the safe and efficient running of the setting is kept. Policies and procedures covering important aspects of the service are in place and clearly

outline the childminder's responsibilities. The childminder attends training to update her knowledge and skills and as part of an accredited childminding network she receives regular visits from a childminding coordinator and an annual review which helps to identify areas for improvement. However, she is not yet using self-evaluation to systematically reflect on her practice as part of an on-going review, to identify strengths and weaknesses. The childminder has a good relationship with parents and there is an effective two-way exchange of information about children's care and development. Daily diaries are completed for younger children and parents use this opportunity to share details of what children have been doing at home. Parents discuss their child's development and some add to the learning records. However, parents are not yet fully involved in the assessment process and are not regularly contributing to the learning records, their knowledge of children's achievements. The childminder ensures that she checks what children are doing when they are at other providers so that she can provide consistent care, but has not fully developed partnership working with other providers of the Early Years Foundation Stage (EYFS).

Children are kept safe as the childminder has a good safety awareness and carries out regular risk assessment of her environment to ensure that it is suitable for children. Children are well supervised and given frequent explanations about how to play safely. The childminder uses spontaneous opportunities to help children to understand safety issues, such as, practising the fire drill when children have been involved in role play, dressing up as firemen. Children are safeguarded from the risk of abuse or neglect as the childminder has a clear policy on safeguarding which outlines her responsibilities to refer any concerns she may have about children's welfare. She has completed training on safeguarding and has the necessary information to enable her to act appropriately.

## **The quality and standards of the early years provision**

Children are provided with a good range of appropriate activities. A wide range of toys and resources is available in the playroom and children are able to freely select equipment and bring items through to the living room, where they have room to play comfortably. The childminder plans an interesting schedule of activities and uses her observations of children to plan the next steps for their progress. This information is then used to provide them with meaningful experiences to extend their learning, for example, children who are beginning to walk are provided with aids and opportunities to practise their skills and children who are beginning to show an awareness of measurement, are given activities which incorporate measuring and discussion about size and shape. The childminder uses planning flexibly and children are able to make choices and initiate their own play and follow through their own ideas. The childminder interacts with them asking open-ended questions to encourage their thinking skills and problem-solving abilities. She joins in with their role play, asking questions and supporting them by making suggestions, for example, letting children bandage her arms and legs when playing doctors. Children communicate confidently with the childminder who listens to them sensitively and encourages their emerging language skills. Children look at books with the childminder and have opportunities to draw and paint. Children count objects as they play, for example, counting the peas they have picked or

counting the stairs as they go up and down. Shape sorters and puzzles encourage problem-solving. Children can be creative and enjoy role play, playing shops or doctors. They learn about the world around them as they grow their own vegetables, look after the pet hamster or chase bubbles. They are able to play outside everyday and develop physical skills on larger equipment when they visit play areas or go on outings. The childminder encourages children to care for each other, asking them to do things for each other and encouraging them to share. As a result children have developed positive relationships and are developing respect for each other and the childminder.

Children's health is promoted well. They have good opportunities for fresh air as they walk to the local school or into the village to the shops or play area. Parents provide healthy snacks and meals. Children are able to access their drinks, which are kept within reach. Children learn about a healthy lifestyle through regular discussion and know that they need to wash their hands to get rid of germs and to drink when they have been running around. Children are encouraged to wash their hands before eating and after using the toilet. They learn about keeping safe through practising the fire drill and learning about road safety when they are out and about. Risk assessment is carried out for each outing undertaken so that risks are minimised. The childminder uses positive methods to manage behaviour, such as, praise or distraction. Children are developing good manners and say 'please' without prompting. Books and resources are used to help children develop an understanding and respect for different kinds of people. Children are learning useful skills for the future as they learn to be independent, make choices and develop literacy and numeracy skills.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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](http://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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