

## Inspection report for early years provision

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<b>Unique reference number</b>	256408
<b>Inspection date</b>	16/06/2009
<b>Inspector</b>	Georgina Emily Hobson Matthews
<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 1987. She lives with her husband and one child aged nine years in a village close to Wroxham, in Norfolk. Access to the childminder's home is via a shallow step and childminding takes place on the ground floor. A bedroom is available on the first floor for sleep purposes and an enclosed garden is accessible for outdoor play. The childminder drives to local schools to take and collect children. The family has chickens in the garden.

The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. She may 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 eight children in this age range. She also offers care to children over five to eight years. The childminder is a member of a local childminding network.

## Overall effectiveness of the early years provision

The provision is satisfactory. The childminder organises her home effectively and creates a welcoming, comfortable environment for children. She forms positive relationships with parents and works with them to promote inclusive practice for each child. The childminder generally obtains all required information in order to meet children's needs. She has minimised any potential hazards within her home and makes a visual check of the premises each day. The childminder offers children play opportunities within all areas of learning and has adequate systems for observing and assessing their progress.

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

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

- obtain an up-to-date understanding of safeguarding children issues
- use observations and assessments of each child's achievements, interests and learning styles and share the children's development and learning records with other EYFS providers who provide care to identify learning priorities and to inform planning.

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

- obtain prior written permission from parents for each and every medicine before any medication is given (Promoting good health) (also applies to the compulsory part of the Childcare Register) 01/07/2009
- maintain a record of aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked (Suitable premises, environment and equipment). 01/07/2009

## **The leadership and management of the early years provision**

Children's welfare, learning and development are promoted satisfactorily. The childminder has a satisfactory understanding of the EYFS and offers children opportunities to explore within all areas of learning. She uses adequate systems to observe children's play and to plan future activities. However, she does not use these effectively in order to assess each child's progress and to plan successfully for the next steps required within their learning. The childminder organises her home well and the premises are clean and hygienic. Children have access to two rooms and a bathroom on the ground floor and a bedroom is available upstairs for sleep purposes. A wide range of age-appropriate resources is easily accessible to children. They are able to make choices and to play at their own pace. The childminder carried out a risk assessment of her home at registration. She checks for hazards each day prior to the arrival of the children and holds a record of risk assessment for outings. However, she does not maintain a record of particular aspects that need to be checked on a regular basis in order to assure children's safety at all times. The childminder holds current paediatric first aid training and most records, policies and procedures are maintained for the safe management of her provision. Although she records the administration of any medication to children, parents' prior written permission is not obtained always before any medication is given. The childminder has a satisfactory understanding of how to protect children from harm or neglect. However, the childminder has not maintained her safeguarding training in order to keep up-to-date with Local Safeguarding Children Board guidance. Procedures are in place to ensure that all adults having access to children are suitable to do so. The childminder is beginning to focus on her practice and to identify areas for improvement.

The childminder works closely with parents. She displays information about her childcare practice on a noticeboard and parents can access a file containing her childcare policies. Children's individual needs are discussed at an initial visit and their ongoing progress is discussed each day. The childminder also maintains a 'Daily Diary' book that is shared with parents. This records information about each day's activities and details about children's feeding and sleeping patterns. The childminder has experience of caring for children with additional learning and/or development needs and promotes inclusive practice well. She has links with other EYFS providers at which children attend, however she does not share the children's development and learning records in order to provide consistency of care and education.

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

Children are comfortable and at ease within the childminder's care. They behave well as the childminder is attentive to their needs at all times. She involves herself in their play and helps them to manage their behaviour, for example, if they have difficulties in sharing resources. Children develop positive self-esteem as the childminder provides them with lots of praise and is affectionate and caring.

Generally, they play cooperatively, take turns and show respect for each other. Children learn about healthy living. They develop good hygiene procedures as they wash their hands before eating and after toileting or collecting eggs from chickens. The childminder talks about healthy foods and offers the children nutritious snacks such as a selection of fresh fruits. Parents provide packed lunches. The childminder discusses any concerns regarding the contents in order to ensure that children receive a healthy diet at the setting. Children develop a positive attitude to exercise as the childminder offers outdoor play each day. They show an awareness of space as they manoeuvre small cars around cones and road signs in the garden. Children move with control and coordination on large pieces of equipment, for example, a slide and a small climbing frame. They learn to manipulate small tools as they make structures with junk materials.

Children learn to stay safe as the childminder offers them clear explanations about safety within the home such as not to run around the train track table. She raises their awareness of road safety on outings and of fire safety as they practise evacuations of the home. Children have access to wide range of creative resources such as paints. They explore different materials. Children push cars down slopes into a tray of mud. They dig the cars out after they become 'trapped' and make 'gluey volcanoes'. Children use their imagination as they move trains from one station to another. The childminder creates a print-rich environment with lots of posters, labels and attractive displays of books. Children are able to self-select books and they handle these with care. They enjoy listening to stories with the childminder. Children have lots of opportunities to mark-make and to practise their emergent writing with paper and pencils and on a large blackboard. They match pictures and recognise numbers during board games and as they count eggs. Children make sounds with an interesting selection of musical instruments and begin to play in time to music. They observe chickens in the garden and laugh with glee as they feed them dock leaves. Children learn about the local neighbourhood on outings to the woods, to the beach and on trips to the railway station.

## 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>	3
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>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	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:

- obtain prior written permission from parents for each and every medicine before any medication is given (Records to be kept).

01/07/2009