

## Inspection report for early years provision

---

<b>Unique reference number</b>	256523
<b>Inspection date</b>	28/05/2009
<b>Inspector</b>	Susan Cox
<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 2000. She lives with her two adult children in a residential area of Norwich. The ground floor of the childminder's home is used for childminding. Access is via two steps to the home. There is an enclosed garden for outdoor play. The family has a cat 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 one child in this age group. She also offers care to children aged over five years to 10 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend the local nursery.

The childminder is a member of the National Association of Childminders and holds a relevant early years qualification. She is a member of the local childminding network and is in receipt of government funding for early education.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a sound understanding of her strengths and areas for improvement. Secure relationships with parents and other provisions the children attend enable her to know the children well and to give attention tailored to their individual needs. Consequently, children's welfare is appropriately supported and they make good progress in all areas 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:

- match observations to the expectations of the early learning goals.

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

- develop a procedure to investigate all written complaints relating to the requirements (Safeguarding and promoting children's welfare).

22/06/2009

## The leadership and management of the early years provision

The childminder has recently become an accredited member of the local childminding network. In doing this she has reviewed her practice and identified strengths and areas she wishes to work on in the future. She has met the recommendations from the last inspection which includes ensuring children can

play safely in the garden under her supervision. The childminder has not had any complaints to deal with. However, she does not have a full understanding of the process required to make sure any received in the future are dealt with effectively. Although the childminder is not currently caring for children with learning difficulties and/or disabilities she displays a sound understanding of the flexibility and partnership working that is required to help children integrate and make appropriate progress according to their starting points.

A sensitive settling in procedure helps build a secure working relationship with parents. The childminder gathers the required information to ensure she can meet children's welfare requirements and gets to know them as individuals. Information is regularly exchanged with parents and they are encouraged to contribute to their children's records in support of their learning and development. In order to make sure children receive continuity of care the childminder has established secure links with other provisions the children attend. For example, she knows what children do at the local nursery group, talks to the staff, reads newsletters and sometimes helps on the rota. Consequently, she adapts what she provides to make sure they have a balance of enjoyable experiences across the Early Years Foundation Stage.

Children can play safely as risk assessments are conducted and relevant action taken to minimise risks. As a result, children play in a homely environment moving around the ground floor freely accessing a good range of resources under the childminder's supervision. The childminder has a very clear understanding of child protection issues. She has a policy to guide her in the event of any concerns so the correct action is taken to make sure children remain safe.

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

Children's welfare is given due attention. They enjoy meals provided by their parents to meet their dietary requirements and drink freely from their water bottles which are readily available to them. When they are unwell the childminder provides sensitive care. For example, a child with a heavy cold is reminded to drink frequently, tempted to eat when he feels hungry and rests comfortably on the sofa when tired. The childminder is mindful of how he feels and gives very appropriate support. Children learn how to manage their personal hygiene and reminders are given to wash their hands after using the toilet and before eating to help them stay well. Playing in the fresh air also helps children stay well. They regularly play in the garden and use the climbing apparatus with increasing confidence with younger children listening to the guidance they are given to use it safely. Skills are further developed when they visit the park and use other resources at the local group.

Children are happy and settled. They eagerly take part in an interesting range of activities. Children often confidently organise their own play finding resources which are within their reach or by considering what to choose from the well organised cupboard. The childminder plans activities based on children's interests and supports them very sensitively. For example, she asks them what they would like to do the following day and ensures there are toys set out for them to play with on their arrival helping them to feel welcome and engage quickly in play.

Observations are made and used to work out the next steps in children's learning. However, they do not link to the early learning goals to further support the good progress they are making.

Children chatter confidently knowing the childminder will listen to them and value what they say and do. Clear questions are asked to help them think and concentrate on tasks such as working out the pieces to use in a puzzle or matching and counting in a dominoes game. Consequently, children complete activities, gain a sense of achievement and enjoy the praise that is freely given. They play imaginatively with a large castle and pirate ship and there is great excitement as they hide behind the sofa in a den they have made or in a large cardboard box which becomes anything they wish. Children often spontaneously sing rhymes as they play and sit comfortably to enjoy stories. They consider plants they are going to grow in the garden and visits to the pet shop help them learn more about animals. Particular interests are developed when possible, for example, a trip to the local fire station encouraged a wealth of learning. Children behave very well due to the sensitive way in which the childminder implements her behaviour management policy to help them learn right from wrong.

## 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?	3
The capacity of the provision to maintain continuous improvement.	2

### 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?	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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:

- develop a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints: also applies to the voluntary part of the Childcare Register).

22/06/2009

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

- take action as specified in the compulsory part of the Childcare Register (Procedure for dealing with complaints).

22/06/2009