

Inspection report for early years provision

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| Unique reference number | EY317366 |
| Inspection date | 16/04/2009 |
| Inspector | Lesley Gadd |
| 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 2006. She lives with her husband and three children aged eight, nine and six years in Wymondham, Norfolk. Most of the childminder's house is used for childminding, there is an enclosed garden for outdoor play and the property is accessible.

The childminder is registered to care for a maximum of five 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 on a part-time basis. She also offers care for four children over five years to twelve years. The provision is registered by Ofsted on the Early Years Register, on the compulsory and voluntary parts of the Childcare Register.

The family have no pets. The childminder takes and collects children from local schools.

Overall effectiveness of the early years provision

The childminder's service overall is inadequate as she does not hold a current paediatric first aid certificate which could compromise children's welfare. Other aspects of the service are strong and the children are happy and settled in this caring environment. Children enjoy a good range of stimulating activities and children's welfare is given positive consideration with regard to partnerships with parents. Toys and equipment are available, however, arrangements made for children who require a sleep are not entirely suitable. The childminder has started to evaluate her service and whilst children's individual needs are considered they miss opportunities to learn about others cultures, beliefs and abilities.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- forward an action plan to show how the requirement to hold a current paediatric first aid certificate will be met - Suitable people - this also applies to the compulsory childcare register and voluntary childcare register

20/05/2009

To improve the early years provision the registered person should:

- improve opportunities for children to learn about others cultures, beliefs and abilities
- encourage younger children to sleep in more suitable furniture.

The leadership and management of the early years provision

The childminder has started to reflect on her service and how she is meeting the requirements of the Early Years Foundation Stage (EYFS). She recognises in her written self-assessment that her first aid certificate requires updating however, the first aid certificate is not currently valid. This could have a significant impact for children in the case of a serious accident. A first aid kit is available and can be used by the childminder to respond to minor incidents with regard to the children. The childminder has made improvements since her last inspection to further promote the care and welfare of the children.

The childminder organises her day well to meet children's individual care needs. All children are welcomed into the setting and play with an increasing range of resources that positively promote difference however, children miss further opportunities to learn about others cultures, beliefs and abilities. The childminder has assessed her home and garden, putting a range of precautionary measures in place to reduce accidents for children. Informal risk assessments cover all aspects of safety and the childminder records that she has completed these checks to reassure parents. The childminder has a sound understanding of her responsibilities to notify child protection agencies should she have concerns about a child's welfare and holds current procedural guidance.

Children benefit from the positive working relationships the childminder has with their parents and the links developed with local schools to ensure continuity of care. Warm relationships with the childminder supports children's emotional security on arrival and helps them settle to play happily. An information file, containing written information, lets parents know about a range of matters in relation to the childminder's service including what steps they can take if they have a complaint. The childminder talks with parents daily and uses a written journal with photographs to easily engage them in securing children's learning. The childminder liaises with other provisions the children attend to support continuity of care.

The quality and standards of the early years provision

Children are motivated to learn and they make good progress in their learning and development from an early age. The childminder has a developing knowledge of the EYFS which she uses to ensure children experience a meaningful range of adult-led and child-initiated activities. Younger children are keen to explore the toys. They enjoy throwing balls onto the floor to find out which ones bounce and relish the opportunity to fill watering cans from the hose. The children learn when the watering cans are full or empty developing their reasoning skills and they enthusiastically splash around with their boots discovering the properties of water. Younger children demonstrate competently their knowledge of number as they identify lower and higher scale numbers and count easily beyond 10. The childminder supports children well during all activities being particularly skilled in

asking open questions and encouraging children to extend their knowledge about balls, boxes and water. Children's interest in transport has prompted a variety of shared activities including trips on a bus and train, developing their knowledge about travel. Children show lots of dexterity when they handle the small pieces of a puzzle well and make marks on a letter to post.

All children, whatever their age, enjoy messy play at the childminder's which stimulates their senses and develops their creative skills. They take part in craft activities with glue, paint and 'gloop'. Children are quick to comment on colour and all activities provide opportunities for the children to demonstrate their communication skills. Younger children excitedly talk about how they climb on the adventure equipment and what 'Noddy' toys they have at home. Children receive lots of individual attention, and a cuddle for reassurance when needed, ensuring they are confident and thrive under the childminder's care.

Children's independence is fostered as they are encouraged to put on their own outdoor clothing and they enjoy regular opportunities to be active in all weathers. They walk to and from school and are able to develop their physical skills further on play equipment in the garden. A healthy diet with fresh fruit and vegetables encourages children to learn about positive eating habits to keep their bodies fit and well. Children have good space to play in the house and garden and whilst suitable furniture is available, arrangements made for younger children to rest are not entirely suitable. For example, they sleep in a buggy.

Children are positively encouraged to develop their understanding about safety matters for future independence. They practise crossing the road safely on outings and develop their skills in using scissors with support from the childminder. Children are learning to manage their behaviour well due to the positive role model presented by the childminder. Praise and encouragement is freely given to develop children's self-esteem and confidence.

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

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|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 4 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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|---|---|
| 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? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 4 |

Quality and standards

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|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 4 |
| How well are children helped to stay safe? | 4 |
| How well are children helped to be healthy? | 4 |
| 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

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:

- take action as stated in the early years childcare register 30/04/2009

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 stated in the early years childcare register 30/04/2009