

## Inspection report for early years provision

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<b>Unique reference number</b>	EY383468
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Glenda Kathleen Field
<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 has been registered since 2008. She lives with her husband and two children aged seven and one in a house in Wymondham, Norfolk. The whole of the premises are used for childminding. Children are able to rest in bedrooms on the first floor. A secure garden is available for outdoor play. There is level access to the provision. The family have a rabbit and goldfish as pets.

The childminder may care for a maximum of four children at any one time. The one child currently on roll is within the Early Years Foundation Stage (EYFS). The childminder is also registered on the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She takes children for visits to the park, library and toddler groups. The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder considers children's health and safety by ensuring that her risk assessments include her premises and equipment. She has good knowledge of the Early Years Foundation Stage's (EYFS) and children make sound progress in their learning and development. She provides an inclusive and welcoming environment for all children and their families, with whom she has developed sound relationships. She has a positive attitude to developing her practices and to making further improvements to her service, although her self-evaluation systems are not yet fully established to identify strengths and priorities for improvement.

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

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

- keep a daily checklist of areas checked within the home and environment and identify adult:child ratio required for outings made
- develop the use of reflective practice to identify the settings strengths and priorities for improvement that will improve the quality of the provision for all children.

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

Children benefit from high levels of supervision and are beginning to learn the necessary boundaries for remaining safe, both within the home and on outings. The childminder takes actions to eliminate risks to children within her home, for example, providing a gate at the base of the stairs and childproof catches on all kitchen cupboards and drawers. She has carried out a written risk assessment of the house and environment, however, daily checks carried out are only visual and not recorded. Written risk assessments are in place for specific outings but do not

take into account any increase in adult/child ratio that may be required.

Children's good health and well-being are promoted by the childminder taking steps to prevent cross-infection after changing children's nappies and by ensuring that her equipment and toys are clean, suitable, safe and age-appropriate. Children are safeguarded because the childminder has a sound knowledge of the indicators of abuse and neglect and is aware of the correct procedure to follow if she has any concerns about a child in her care.

The childminder spends valuable time getting to know the children and their families well, with these developing secure relationships, ensuring that children feel relaxed and secure in her care. She works closely with parents to ensure that she respects their wishes about the weaning process. She has introduced communication books which are shared with parents who also receive a verbal account of their children's activities and care routines.

The childminder has attended the required training and is committed to ongoing professional development through attending further courses. Although the childminder has identified a few areas for development there is not a strong enough focus on reflecting on her practice. This means that priorities for improvement are not as accurately targeted as they could be. All the required records are maintained to ensure that the needs of all children are met including all necessary written parental consents. All required policies and procedures are in place and shared with parents.

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

The childminder has a sound understanding of the EYFS, developed mainly from her previous role as a nursery nurse. She uses her observations to assess children's developmental progress, for example, by observing specific monthly activities for each child to plan for their next steps. She takes children on daily outings and attends toddler groups to ensure enjoyable experiences. Children freely help themselves to resources from the wide range made available for them. They interact with their childminder, who is clearly focused on helping them to achieve. She supports and encourages a baby's desire to stand and walk through ensuring that the baby has low equipment on which to pull up to a standing position.

Children are provided with suitable play opportunities, which they find interesting and enjoyable. Resources in storage boxes in the lounge allow children to make independent decisions about their play. The childminder takes children to parks for energetic play and challenge on larger pieces of play equipment. She regularly involves children in learning by taking them into the local community to visit shops, children's groups and the library. She is beginning to develop systems to record each child's progress, coupled with photographs of children enjoying activities. Her planning is mainly based on children's interests and are in the early stages of development. However, the childminder draws on her previous experience ensuring that most aspects of learning are being addressed and that children are provided with further challenge.

Children are happy and behave well, while developing an understanding sharing and taking turns. The childminder helps children to learn about healthy choices by talking about what they eat. She encourages children to be active, inquisitive and independent learners and to develop skills that will contribute to their future economic well-being.

## 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.	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?	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

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## **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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