

## Inspection report for early years provision

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<b>Unique reference number</b>	EY233768
<b>Inspection date</b>	10/08/2009
<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 2003. She lives with one child, aged eight years, in the town of Fakenham, in Norfolk. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. She has a rabbit and some fish as pets.

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 five 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. She currently supports a small number of children who speak English as an additional language.

The childminder collects children from the local school and attends a toddler group, the library and the park. She is a member of her local childminding network and has completed the childminding quality assurance scheme. She is a member of the National Childminding Association and has achieved a level 3 qualification in childcare.

## **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 her observations of their play and learning to plan the next steps for their development. She offers a welcoming and inclusive service where children's diverse backgrounds are valued. She communicates well with parents, sharing information about children's care and learning. She uses a range of methods to reflect on her practice and identify areas for improvement so that she can continue to develop and improve her service.

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

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

- involve parents more fully in the assessment process by encouraging them to share details of children's starting points and achievements so that they are active partners in their children's continuous learning and development.
- review the learning environment to further promote children's independence.

## **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 service is in place. Paperwork is well organised and accessible. Policies and procedures have been developed which clearly outline important aspects of the setting and these are shared with parents. The childminder has a commitment to improve her service

and has recently completed a self-evaluation process, identifying her strengths and possible areas for development. She also keeps up-to-date by attending training and uses her links with her local childminding network to reflect on her practice. The childminder actively seeks parents views to evaluate her service. The childminder has a good relationship with parents and shares important information with them about the children. Daily diaries are completed and 'my time' books, which record children's development, are shared regularly with parents. Parents are invited to contribute to the learning records and some provide photographs of special family events to go in the books. However, they are not yet fully involved in the assessment process, regularly sharing their own knowledge of children's starting points and achievements. Children who speak English as an additional language are very well supported. The childminder has produced dual language signs for the indoor and outdoor environment and borrows resources from parents such as nursery rhymes in their home language for children to use to in their play and learning. She has put systems in place to communicate with other providers of the Early Years Foundation Stage where children attend different settings so that she can provide consistent care and build on what they are doing elsewhere.

Children are kept safe as the childminder carries out a comprehensive risk assessment which covers all areas of the home. She also carries out a daily check of the indoor and outdoor environment to ensure that it is safe for children. The premises are secure and gates and doors are locked while children are present. A detailed risk assessment is carried out for each type of outing. The childminder has clear rules for children when walking out and practises road safety skills with them when they go out. Children are protected from the risk of fire. All of the necessary fire prevention equipment is in place and regular drills are carried out so that children learn what to do in the event of a fire or emergency. The fire evacuation procedure is clearly displayed and pictorial signs are also used for the benefit of the children to enhance their understanding. Children are effectively safeguarded from the risk of neglect or abuse as the childminder has a clear child protection policy in which she outlines what action she would take if she had a concern about a child. She has all the relevant information including referral numbers and has recently completed safeguarding training.

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

Children make good progress in their learning and development. The childminder makes detailed observations of their play and achievements in their 'my time books', which along with photographs and examples of children's work, form a record of their learning and development. She identifies the next steps for their development so that she is able to help them progress and so that she can plan appropriate activities which are geared to their individual needs. Children enjoy a good range of activities, including regular outings to the library, the park and toddler group. Inside the home, they are able to select resources for themselves and play outside where they enjoy the sandpit, swings, ride-on toys and a small wild garden and vegetable planters. The childminder talks to children sensitively, asking questions as they play, to encourage their thinking and communication skills and joins in with their role play.

Children communicate confidently with the childminder who uses some sign language as an aid with younger children and with children who speak English as an additional language. The childminder has displayed print around the indoor and outdoor environment so that children learn that print carries meaning and these signs are dual-language so that all children are included and supported. Children have opportunities to problem-solve as they do puzzles or count the spots on a ladybird. They learn about the world around them as they watch snails in the snail aquarium, collect bugs in the garden and grow their own vegetables and wild flowers. Children who demonstrate a particular interest are given opportunities to follow it up. The childminder also encourages them to learn about the wider world through planned activities based around holidays and a box of resources with items from other countries which she uses in their everyday play. Children use their imaginations as they play with small world play and get involved in craft activities. Children play happily together and have formed secure relationships with the childminder. They gain independence skills through choosing activities, fetching the nappy mat and helping to tidy away. However, some aspects of the environment do not always fully support children's independence, for example, the towels are a bit high for some children to reach and there are times when they cannot always reach their drinks for themselves.

Children's health is promoted well. Parents provide lunches and snacks and are encouraged to provide healthy items. Lunch boxes are stored appropriately. Children have plenty of drink to keep them hydrated and fresh drinking water is always available. The childminder obtains all the necessary information to be able to meet children's health needs. She also provides parents with up-to-date information; for example, she has compiled a folder of information, which she has gathered and researched, relating to swine flu. Children know that they must wash their hands before eating and after using the toilet and even very young children are encouraged to wash their hands after their nappy has been changed. Children learn about a healthy lifestyle through regular discussion and through planned activities. Children learn how to keep themselves safe as they walk to school and learn road safety rules and as they practise the fire drill. Behaviour is managed in a positive way and children are praised and rewarded for good behaviour. They learn to develop respect for each other and learn about other cultures. They are learning skills for the future as they learn to communicate, play together and learn through their play.

## 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?	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

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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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