

Inspection report for early years provision

Unique reference number	256329
Inspection date	24/08/2009
Inspector	Susan Cox
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 1997. She lives with her husband, teenage son and son aged 10 in a large village in Norfolk. The whole of the childminder's home is used for childminding. Access is via a step to the house and a further step to the garden and toilet facilities are on the first floor. There is an enclosed garden for outdoor play. The family have a cat and rabbit 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 group. She is currently minding four children in this age group on a part-time basis. She also provides care to children aged over five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The children attend the local schools and pre-schools.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder knows the children well and treats them as individuals. Their welfare is often appropriately promoted and some action is taken to minimise risks. There is a sound partnership with parents and other provisions the children attend. Children generally make satisfactory progress in their learning and development. The childminder has started the self-evaluation process to help her identify her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- analyse observations to help plan 'what next' for individuals and groups of children.

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

- take all reasonable steps to ensure that hazards to children are kept to a minimum; this particularly relates to the storage of potentially dangerous items in the kitchen, the opening of upstairs windows and the security of the garden (Suitable premises, environment and equipment) 07/09/2009
- conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis and maintain a record including when and by whom they have been checked (Suitable premises, 28/09/2009

- environment and equipment)
- carry out a full risk assessment for each type of outing and review the assessment before embarking on each specific outing (Safeguarding and promoting children's welfare).

28/09/2009

The leadership and management of the early years provision

The childminder has a sound understanding of the Early Years Foundation Stage and has started to use this in her work with children. She has met the recommendations from the last inspection which includes obtaining consent for emergency medical treatment should it be needed. She has also developed her range of information to help parents understand the service she provides and how she manages children's behaviour. There is a sound partnership with parents which involves the regular exchange of information using a diary to enable children's needs to be met. There are some links with other provisions the children attend and she is building on these to help her balance her provision with what they receive elsewhere. The childminder is not caring for children with special educational needs and/or a disability or for children with English as an additional language. However, in conversation she displays an awareness of the partnership work required with parents and other professionals who support the children so that she may consider their needs and work as flexibly as possible to meet them.

The childminder continues to work on the self-evaluation process to help her develop her service for the benefit of the children that attend. She has taken some action to minimise risks on her premises but has not completed the required risk assessments for her home or for each type of outing. Consequently there are cleaning products and alcohol that is not secured, windows that open on the first floor and the garden gate is not secure. These potential risks compromise the safety of the children. Appropriate checks have been completed on the childminder and her husband and are being processed for her son who has recently become 16. She has a sound understanding of child protection issues so is able to take the correct action to ensure children's safety if she has concerns.

The quality and standards of the early years provision

Children's health is promoted through the benefits of routinely walking to a range of local facilities. They sometimes play in the garden learning how to use wheeled toys and enjoying ball games amongst other activities. They practise and extend their physical skills on equipment in the park under the close supervision of the childminder. Children have a range of fruit and other snacks to promote healthy eating and drink from their water bottles when they wish. Meals are provided by their parents to meet their dietary requirements and the childminder is aware of any allergies to ensure they stay well. Children learn how to stay safe as they regularly practise road safety when out and about and take part in fire drills in the home so they know what to do in an emergency. Older children manage their personal hygiene independently and little ones receive appropriate support as they

learn the required skills. Children sleep in a manner agreed with their parents and a travel cot is used for young children to sleep comfortably in an upstairs bedroom.

Children often organise their play and know that further resources are stored upstairs. They make choices with the childminder and they are brought downstairs to use. The childminder has started to plan activities based on children's interests but is not yet confident in analysing her observations to make sure planned activities help all children take the next steps in their learning. As a result, children are making satisfactory progress in their learning and development.

Children are happy and settled. They encourage the childminder to join in their play which she does readily and extends learning opportunities as they arise. For example, children wish to make items from beads and they talk about patterns and designs considering the length and counting as part of their work together. Children think about their designs and discuss these expressing their ideas freely knowing the childminder will listen to them and take an interest in what they are doing. Children often play imaginatively such as making a café and designing menus and signs. Older children learn appropriate skills on the computer and little ones find out how to use battery operated toys. Children enjoy books and listen to stories that are read often commenting on the pictures and sharing their ideas. They recognise shape and size as they construct and eagerly play snap with the childminder recognising the numbers on the cards. They sometimes go shopping and consider the produce to buy, find out about local events such as looking at a site of a fire and talk about this or meet up with friends for social play. Children behave well due to the sensitive support they receive from the childminder.

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

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

Leadership and management

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?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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 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:

- ensure that the premises are safe and suitable for childcare, this particularly relates to the storage of potentially dangerous items in the kitchen, the opening of upstairs windows and the security of the garden (Suitability and Safety of Premises and Equipment; also applies to the voluntary part of the Childcare Register) 07/09/2009
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children; also applies to the voluntary part of the Childcare Register) 28/09/2009
- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises ensuring that all necessary measures are taken to minimise any identified risk (Suitability and Safety of Premises and Equipment; also applies to the voluntary part of the Childcare Register). 28/09/2009

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 to meet the requirements of the compulsory part of the Childcare Register (Suitability and Safety of Premises and Equipment) 07/09/2009
- take action as stated in the compulsory part of the Childcare Register (Arrangements for Safeguarding Children) 28/09/2009
- take action as stated in the compulsory part of the Childcare Register (Suitability and Safety of Premises and Equipment) 28/09/2009
- demonstrate how a qualification at a minimum of level 2 in an area relevant to childcare or training in the 28/09/2009

common core skills will be met (Qualifications and training).