

## Inspection report for early years provision

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<b>Unique reference number</b>	256557
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Melanie Calway
<b>Type of setting</b>	Childminder

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 1987. She lives in a village between the towns of King's Lynn and Downham Market. The whole of the ground floor is used for childminding and a small bedroom and bathroom on the first floor. The childminder has two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding four 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.

The childminder walks or drives to the local school and pre-school to take and collect children. She also takes children to the library, the park and occasionally on the train to King's Lynn. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care and benefit from a warm and relaxed environment. The childminder provides a range of appropriate toys and resources which children can choose from and the childminder plans, taking children's requests into account. She knows the children in her care well and so is able to meet their needs although she is not using observation systematically to plan for them, providing challenge across all the areas of learning. Information about the children's care is exchanged with parents on a daily basis and they are kept up-to-date with what their children have been doing. The childminder has links with local providers and exchanges some information regarding children's development. She accesses training courses to update her knowledge and has started to reflect on her practice to identify areas for improvement.

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

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

- improve knowledge and understanding of the The Early Years Foundation Stage (EYFS) so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes) 31/03/2010
- develop the educational programme by making systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities and plan 31/03/2010

relevant and motivating experiences for each child (Educational programmes).

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

- develop the partnership with parents by maintaining a regular two-way exchange of information regarding children's learning and development
- improve the record of risk assessment to include everything a child comes into contact with and an assessment for each type of outing
- develop a culture of reflective practice and self-evaluation to identify the settings strengths and priorities for development.

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

Children are effectively safeguarded from the risk of abuse or neglect. The childminder has recently completed safeguarding training and is aware of her responsibility to refer any concerns she may have about children's welfare. She has the necessary information to be able to act appropriately and her safeguarding policy outlines her responsibilities for parents. Children are cared for in a safe and secure environment. The childminder checks her home before children attend to ensure that it is safe. Necessary safety equipment is in place such as stair gates. She supervises children well and gives them explanations about safety so that they begin to learn how to keep themselves safe, for example, she explains that the biscuits they have made need to be left because they are hot. Children are protected on outings as the childminder takes necessary equipment with her and has risk assessed each type of outing. She has kept a record of most of the trips she does but has not included some, for example she has not included in her record, her risk assessment of trips into town on the train. Children learn about safety issues when they are out as they learn to 'stop, look and listen' when crossing the road. Children are protected from the risk of fire as they practise the fire drill so they know what to do in the event of a fire or an emergency.

Children access a range of appropriate resources. The childminder selects items which she knows will interest the children and further items are stored in a bedroom upstairs. Children can ask for additional items and older children can fetch items for themselves. Children learn to play together and some form strong friendships. The childminder provides children who may need additional support with opportunities to help them to progress and works with parents. The childminder accesses relevant training and has made improvements since the last inspection. She has developed policies and procedures to provide parents with useful information about the service and has a simple brochure, outlining some of the activities she provides. She has completed a self-evaluation process to begin to identify strengths and areas for development but has not reviewed it so that it forms an on-going tool to reflect on her practice and bring about improvement. Although she knows the children in her care well and provides them with appropriate activities, she is not using observation systematically to help them to progress across all the areas of learning and provide them with sufficient

challenge. The childminder has a friendly relationship with parents who express their satisfaction at the service she provides. Information about the children's care is exchanged on a daily basis but the two-way flow of information about children's learning and development is limited. The childminder discusses children's progress with other providers when children attend other settings and is aware of what they are doing so that her care complements what is provided elsewhere.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled in the childminder's care. She knows the children very well and they have formed positive relationships with her. Children benefit from regular outings to local play areas, the shops or into town on the train. Inside they are provided with a range of appropriate activities which they can select. The childminder sits with them and supports them as they play, interacting and chatting to encourage their communication. The childminder supports children who may need to practise particular skills in order to make progress and takes account of children's views and requests when planning some activities. Although the childminder knows children very well she is not using systematic observations of their play and learning to plan for them as individuals and as a result they are not provided with sufficiently challenging activities across all the areas of learning. The childminder does not have a robust understanding of the different areas of learning. Children feel confident with the childminder and communicate with her readily. They also communicate with each other, chatting as they play. Children select books to read and look at them together or enjoy stories read by the childminder. The childminder helps children do puzzles to develop their problem-solving skills and she counts with them to get them familiar with numbers. Children have opportunities to be creative in imaginary play and enjoy cookery sessions, rolling out pastry and making biscuits. Children learn about the world around them through their visits to the library and the shops. They move around freely and have some opportunities to develop physical skills when they visit local parks. Children behave well in the childminder's care and respond readily to simple instructions. However independence skills are not always fully promoted.

Children's health is suitably promoted. The home is clean and well maintained and satisfactory hygiene procedures are in place. Children learn about good hygiene and know that they must wash their hands before the cooking activity. Individual towels are provided to minimise the risk of cross-infection. The required documentation is in place to record accidents and medication. Children, who are ill, are not admitted to prevent the risk of infection. Children access their drinks easily to keep themselves hydrated. Parents provide packed lunches and are encouraged to provide healthy options. Children enjoy some opportunities for fresh air as they walk out and go on outings, although the garden is used mainly in the summer. Some discussion takes place with children about the things that make them healthy to encourage them to learn about a healthy lifestyle. Children are beginning to learn about safety issues as they learn about road safety and practise the fire drill. Behaviour is managed in a positive way and children are praised to boost their confidence and self-esteem. The childminder obtains information from other agencies, through the parents, in order to support children who may have

additional needs and works with them and other settings. Children are developing skills for the future as they learn to play together and form relationships.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:	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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