

Inspection report for early years provision

Unique reference number	EY395228
Inspection date	05/01/2010
Inspector	Anne Walker
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2009. She lives with her eight year old child in Cromer, Norfolk. All areas of the three storey property are registered for use by minded children. There is an enclosed garden for outdoor play. Local amenities are within walking distance of the home.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding one child in this age group who attends on a part-time basis. She also provides care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and she has several children in this age range attending. Overnight care is not provided. The childminder collects children from local schools and pre-schools and takes children on regular outings.

The family have two cats and a corn snake. The childminder 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 enjoy a range of activities which help them to develop and learning is satisfactorily supported overall. The children have positive relationships with their carer, receiving her attention to ensure they feel happy and secure. Generally arrangements are in place to promote children's safety and health. Records and policies are in place that support a satisfactory partnership with parents to ensure children's needs are addressed. The childminder has begun to initiate some strategies to review her skills and practice in order to improve the service for children and their families.

What steps need to be taken to improve provision further?

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

- complete a risk assessment identifying aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked.
[Suitable premises, environment and equipment]
- 19/01/2010

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

- develop the observations and assessments of each child's achievements, interests and learning styles, matching observations made to the

expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory knowledge of safeguarding issues and has systems in place to record concerns with details to hand to seek advice so that children are protected and any concerns acted upon. There are clear risk assessments for outings which are implemented and reviewed regularly. Most hazards in the home have been identified and steps taken to minimise the risk of accidents. However, a full assessment has not been carried out to ensure all risks are being consistently managed. This particularly relates to the security of the premises and site of window keys above ground level which form part of the emergency evacuation plan. Fire drills and checks on smoke alarms have been carried out at regular intervals. The childminder organises her time so that children receive good levels of her attention, ensuring their needs are met and they feel settled. There are suitable strategies in place to ensure that children are only handed over to designated persons if the parents are unable to collect.

The indoor environment is comfortable and provides children with the resources they need to play, rest and have their meals. Resources are satisfactorily organised to encourage children's choice and independence, allowing them to select items for themselves and put them away again. Furniture and play resources are in safe order and are kept clean. Children's health and well-being is promoted effectively. The childminder provides a nutritious home-cooked meal each day. Fresh vegetables form part of each meal and she has a sound knowledge of healthy eating. The family pets are cared for appropriately so that they do not pose a health risk to children.

Children's learning experiences are satisfactory overall. At present the childminder has not fully established effective planning and assessment arrangements which demonstrate that all areas of the curriculum are covered and are being assessed in the most effective way. Current self-evaluation tools are not entirely effective in identifying how further improvements will be secured in this area.

The childminder values all children as individuals. Positive relationships have been established with parents. A range of policies are shared before the placement is agreed so that they have information about the service provided. Sufficient details are collated about each child in order that their well-being is ensured from the outset and parents wishes respected. Currently, parents have not seen or been asked to contribute to their child's development records, although they are kept informed of what the child has been doing on a day-to-day basis. Arrangements to communicate with other providers of the Early Years Foundation Stage, where children attend more than one setting are being established.

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

Children make satisfactory progress in their learning and development because their carer organises her time effectively and is on hand to play alongside them and respond to their ideas. Children's development record books have recently been implemented and contain some observations of their play and the next steps to help them to progress. Not all areas of learning are being routinely observed in order to ensure they make progress across the curriculum. There is a suitable balance between adult-led and child chosen activities and the childminder has a flexible approach to what the children want to do at any given time so that their desire to participate is fostered.

They take part in a range of activities. Recent planned play has related to Christmas. Children have made and decorated crackers and produced chocolates for gifts. When baking, children are encouraged to handle ingredients, weigh and measure and understand the importance of good hygiene when preparing food. Their health is promoted well. Children wash their hands independently before meals. Through the range of food provided they are learning about healthy eating and children are sufficiently secure and confident with their carer to try new tastes. There are regular opportunities for them to be active and play outdoors in the garden and on outings. They develop their physical skills using apparatus in the garden such as the trampoline. They enjoy tobogganing and investigate animal prints found in the snow.

Children communicate politely and are confident to seek help from their carer or suggest what they need. They are listened to sensitively about how they feel and are reassured. Meal times are social occasions where they talk together and with their carer about their day. Books are readily available to them and the local library is used to provide variety and support children's interests. They are happy to play independently at relevant activities and show suitable levels of concentration to a task. A child creates a pattern picture by pinning wooden shapes onto a board with pins and hammer. Young children feel able to interact with older children who are also cared for after school, because everyone is encouraged to show respect for each other and they are helped to understand what is appropriate behaviour.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
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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