

Inspection report for early years provision

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Inspection date	22/06/2010
Inspector	Sandra Hornsby
Type of setting	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.

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Description of the childminding

The childminder has been registered since 1996. She lives with her husband in the outskirts of Terrington, St Clement, Norfolk. The downstairs rooms of the property with the exception of the study and the lounge are used for childminding purposes. There is a fully enclosed outside play area and garden.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three may be in the early years age range. She is currently caring for three children in this age range. She also offers care to children over the age of five to eight years. The childminder is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder walks and drives to the local schools and nurseries to take and collect children.

The family has a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder recognises children's individual personalities and differing abilities and supports children so they make sound progress. The provision is adequately resourced and children have access to equipment, both freely and adult-led. Partnerships are sound and links with other setting are established. Policies and procedures are mostly in place and shared with parents. Self-evaluation and monitoring systems are adequately in place, and plans for improvement will address the areas of weakness sufficiently.

What steps need to be taken to improve provision further?

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

- provide the following information to parents; the procedure to be followed in the event of a parent failing to collect a child at the appointed time and the procedure to be followed in the event of a child going missing. (Safeguarding and promoting children's welfare).
- 07/07/2010

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

- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning
- ensure play and routine tasks provide children with opportunities to develop their independence and provide activities that allow children to use writing

- and mark-making in their play and create purposes for independent writing
- improve the educational programme by providing consistent opportunities for children to develop to their full potential by identifying and monitoring their learning priorities, for example, by referring to the 'development matters' in the practice guidance for the Early Years Foundation Stage
- make systematic observations and assessments of each child's achievements, interests and learning styles: use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- ensure partnerships with parents are supported and information is shared from the start of the childminding arrangement to extend children's learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an adequate understanding of safeguarding procedures and understands her responsibilities. She is aware of the Local Safeguarding Children Board procedures and to put these into practice when necessary, this means children are kept safe from harm. Daily checks of the premises are carried out. Formal risk assessment are in place to identify and ensure action is taken in order to protect children from hazards, inside, outside or on outings.

The childminder has most documentation in place to promote the welfare of children and these policies and procedures are shared with parents. However, information offered to parents does not include all specific required procedures to help parents fully understand about the provision; these include procedures to be followed in the event of a parent failing to collect a child at the appointed time and in the event of a child going missing. The childminder has sound relationships with parents and gathers information about children's welfare. They complete contracts and permissions to participate in various activities. However, information gathered from parents is not sufficient to assess children's development at the start of the childminding arrangement and, although the childminder gives verbal feedback each day, their views and observations do not contribute to their children's profiles and individual planning. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage, and she is developing the system to make closer links with these and liaise and pass on information to and from parents.

The childminder organises her setting adequately, but children are not always encouraged to use resources and toys freely, make decisions about their play and promote their independence. They have access to a selection of toys they enjoy playing with and children are settled and enjoy their play. But, some activities are adult-led and directed by the childminder and she has not yet developed a consistent effective planning system. Even so, children's development and progress is satisfactory.

The childminder liaises with all families and offers the flexible care package to meet their individual needs, such as part-time places. She identifies differences

between children, and helps them understand and appreciate each other. For example, younger children are helped and supported by the older children as they understand they may be less able and need a little help through their play. Children use some resources that reflect diversity and cultural differences. Children who speak English as an additional language are not consistently supported to use their home language through play. The childminder has made some progress in her own skills and has researched words in other languages, but supporting this aspect of children's individuality is not part of their individual learning plan.

Recommendations have been addressed from the last inspection, but the childminder does not fully appreciate the changes and expectations under the Early Years Foundation Stage. The childminder's combination of written self-evaluation and discussion identifies the settings strengths and weaknesses, and, although she offers satisfactory care, she does not always demonstrate a positive attitude to the Early Years Foundation Stage. She is planning for and prioritising her areas for development and shows some desire for change.

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

Children have some toys and resources organised between three areas, enabling children to use them freely, however, some activities and tasks are mainly led and controlled by the childminder. This hinders children's development of independent play, decision making, exploration and experimentation. For example, younger children are not encouraged to use scissors and develop skills of handling them, learning to keep safe and develop coordination. At meal times they are not encouraged to feed themselves with a spoon or cut their bread into squares. The childminder undertakes these tasks. Children use baby wipes to wipe their hands after their meals and are not learning about how to wash their hands effectively with water and soap to prevent germs.

The older children have strong caring dispositions and they attentively care for the younger children, they nurture them and share resources and demonstrate how things are done. They see the childminder as a role model and they emphasise the warning towards the younger children about running around the house. Children share quality time together and read books and look at pictures, younger children also demonstrate a caring disposition as they get toys for the older children from another room. Children listen to the childminder and ask questions. The childminder uses simple words and gestures with children who have limited communication, they point to items and repeat words. The childminder is working to support the children's language for communication and children benefit as she is beginning to understand the child's immediate needs, for example, a drink or food. They interact together at the child-sized table, they share resources and listen to each others ideas and opinions through conversation. Children enjoy using role play equipment, cars and dolls and use their imagination. Children use simple mathematical language in their play, counting and labelling colours as younger children draw pictures and colour pre-cut flower shapes. However, children are not encouraged to have free access to writing materials, this is generally organised and supervised by the childminder. This prevents children participating in

independent mark-making opportunities and developing early writing skills. The childminder organises visits to different places, such as petting a friend's pet sheep and visits to the shops in the local town. Children have lots of books readily available and they visit the mobile library van that visits the village. Some labels and pictures are displayed on the cupboard, this further supports children's understanding about ground rules and healthy eating.

The childminder understands about the children's individual abilities and interests and they enjoy their play and the social activities they take part in. There are generally suitable play opportunities and experiences that help them to learn, develop and progress soundly. However, the childminder does not have a clear enough understanding of supporting the children's independence and extending each child's learning and development through assessments, monitoring and planning. Currently the childminder is not fully conversant with the 'Development Matters' section within the Practice Guidance for the Early Years Foundation Stage and does not devise next steps for children's individual learning journeys. Consequently, planning is not specific enough to consistently meet children's individual learning needs, and may hinder future progress towards the early learning goals.

The childminder ensures children have plenty of fresh air and exercise as they use a large field to run around, and a smaller garden equipped with a variety of physically demanding play and climbing equipment. Children walk regularly to local amenities. They enjoy food brought from home at meal times, and drinks supplied by the childminder throughout the day. The childminder gathers clear information about children's dietary needs to ensure that they can eat safely. The childminder maintains a safe and comfortable environment for all children to help meet their needs. She helps children to gain an awareness of how to keep safe, both in the home and on outings. The childminder ensures she can respond appropriately if a child becomes ill or has an accident and she holds a current first aid certificate.

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	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