

Inspection report for early years provision

Unique reference number	EY405483
Inspection date	16/09/2010
Inspector	Andrea Snowden
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.

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 2010. She lives on the outskirts of Norwich with her husband. All rooms on the ground floor are registered for childminding purposes and there is a bedroom and bathroom on the first floor. An enclosed garden for outdoor play is also available.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under the age of eight at any one time. Currently there are seven children on roll, two of whom are within the Early Years Foundation Stage.

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 are generally making sound progress in their learning in most areas. Their welfare, health and safety are adequately promoted and their individual needs appropriately catered for. Most of the required documentation is in place. Effective partnerships with parents and other providers are developing very well and as a result children enjoy continuity of care. The childminder has begun to use self-evaluation to bring about improvement in the setting.

What steps need to be taken to improve provision further?

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

- promote the good health of the children, taking steps to prevent the spread of infection at all times (Safeguarding and promoting children's welfare) 16/09/2010
- organise the observation and assessment system to ensure children receive a challenging learning and development experience across all areas of learning that is tailored to meet their individual needs (Organisation). 31/12/2010

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

- minimise hazards in the kitchen, this refers to the low level cupboards
- record in a fire log book the details of the fire drills and any problems encountered.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound knowledge of child protection issues and is clear about her role in safeguarding children. She ensures that adults in her home have undergone the vetting process and that children are not left with any other person. Effective policies and procedures mostly ensure children are safe, and through sharing these with parents, the childminder ensures they understand how the setting works for them and their children. Appropriate risk assessments have been carried out to minimise hazards to children, nevertheless the kitchen cupboards contain some dangerous items and are not locked, having the potential to compromise children's safety. Regular fire drills are carried out, but the details are not recorded. As a result any problems encountered may not be effectively addressed. The childminder provides children with a fair range of play equipment and resources which are organised to promote children's independence and free-choice. Toys are clean and safe and meet children's interests and needs.

Children are valued as individuals and the childminder and parents take time to share routines, preferences and individual requirements to ensure children feel settled and secure. There are some resources to promote children's awareness of similarities and differences and the childminder uses her own experiences to introduce children to different cultures and life-styles. For instance, children enjoy learning Spanish words, playing the Castanets and finding out about Flamenco dancing. Although the childminder has not cared for children with special educational needs and/or disabilities she demonstrates a sound understanding in meeting their needs through discussions with parents, training and research. Partnerships with parents and other early years settings where the children attend are good and therefore successful in meeting children's individual learning and development needs.

The childminder demonstrates an appropriate attitude towards making improvements in her setting. She continuously appraises her work, seeking advice and guidance when necessary. Self-evaluation has enabled her to identify some areas for development. This, along with seeking parents' views has enabled her to make changes to improve outcomes for children.

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

Children are happy and contented with the childminder. They are given time to settle, ensuring their confidence and sense of security is established. Children are effectively supported by the childminder in what they do. She is close by to offer guidance and sensitively offers children additional resources to extend their play. Children use their skills of thinking, problem solving and language to answer the open-ended questions asked by the childminder.

The childminder has started to use observation and assessment to plan occasional

activities for individual children. Additionally, parents contribute ideas for planning through completing Possible Lines of Development (PLOD) sheets. However, these systems are not sufficiently established, nor yet carried out frequently enough to ensure children receive challenging learning opportunities across all areas of learning. As a result children are only making sound progress.

Children take part in a satisfactory range of activities which they enjoy and which promotes steady learning. Young children love to share books, reading them with the childminder, looking at pictures and role playing reading them to their dolls. Their language skills are encouraged as words they speak are pronounced correctly for them by the childminder. They enjoy matching games with animal cards and are being introduced to mathematical terms when they look for the big or little sheep. Children build towers from bricks and show immense pride as they stack each block, and as they use their hand-eye coordination skills to thread beads on to a lace. Arts and crafts are enjoyed by all children and the childminder provides them with a good selection of books for ideas and resources to be creative with.

Children learn about their personal safety. When out the childminder talks to them about the dangers of traffic and small children are encouraged to look for cars to raise their awareness. Children are reminded how to use resources safely and older children reminded about the safety of the younger ones. Children eat healthily and visits to the local farm shop to choose fruits and vegetables and planting and growing beans and lettuces encourages them to choose healthy options and understand where some foods come from. Children do not learn sufficiently well the importance of good personal hygiene. For example, they do not wash their hands prior to eating on the day of the inspection, nor are they invited to wash or wipe their hands after nappy changes. Additionally, some practices by the childminder are not effective in ensuring children's good health and minimising the spread of infection.

Children behave well and they are learning boundaries through the house rules and reinforcement from the childminder. They are learning respect for one another and friendships have clearly formed. They play games to encourage turn taking and sharing and as a result children are happy and able to engage successfully in play and learning. Children are becoming confident and independent and through their developing language and problem solving skills are starting to acquire the skills for future life.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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