

## Inspection report for early years provision

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<b>Unique reference number</b>	256352
<b>Inspection date</b>	24/01/2011
<b>Inspector</b>	Jacqueline Mason
<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.

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## Description of the childminding

The childminder was registered in 1994. She lives with her adult daughter, her 6-month-old grandson and also a lodger in a village near to the City of Norwich in Norfolk. The whole of the childminder's house, apart from the bedrooms and garage, is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and may care for six children under eight years at any one time. She is also registered on the compulsory part of the Childcare Register. No overnight care is provided. She currently has seven children on roll, of whom three are in the early years age group. The children attend on a part-time basis. The childminder walks to the local school to take and collect children.

The childminder has a dog and a tortoise as pets.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides satisfactorily for children in the Early Years Foundation Stage and has an adequate knowledge of the learning and development requirements to help children make steady progress. She is careful to ensure that all children can be included and their individual needs met. Health and safety is satisfactory. Relationships with parents are friendly and trusting and most necessary information is shared with them. The childminder is aware of the need to develop links with others who provide care and learning for the children. The childminder recognises the value of self-evaluation in order to plan for continuous development.

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

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

- take necessary steps to safeguard and promote children's welfare, with regard to providing parents with essential information about the setting's policies and procedures (Safeguarding and promoting children's welfare).
- 28/01/2011

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

- develop knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage in order to deliver personalised learning and development to help children get the best possible

- start in life
- develop the use of observation and assessment of children in order to plan effectively for the next steps in their learning
- develop a culture of reflective practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

The childminder has a sound knowledge of safeguarding issues to enable her to recognise when children may be at risk of abuse. She knows how to report concerns in line with the Local Safeguarding Children Board guidelines. Risk assessments are carried out to enable the childminder to minimise risks. This ensures that children are able to play safely indoors and outside. Risk assessments are carried out for the school run and walks in the local environment to protect children's safety when on outings. The childminder has developed an emergency evacuation procedure that ensures all children know what to do to keep themselves safe in an emergency. This is practised regularly. Toys, equipment and resources are age-appropriate and suitable for their purpose. They are stored effectively to enable children to develop independence in the selection and carrying out of activities.

The procedures to identify the setting's strengths and areas for development are not robust but the childminder has made some attempts to monitor her setting. For example, she talks to parents to ensure that they are happy with the service that she is providing. Relationships with parents are friendly and trusting and the childminder shares information with them about their child's day, through feedback when they collect their children and through the keeping of daily diaries. However, policies and procedures are not routinely shared to ensure that parents are able to make informed choices about their children's care. The childminder is aware of the importance of working in partnership with others who provide care and learning for the children in order to effectively support their achievements and well-being. The childminder does not currently have any children on roll who attend other early years settings.

The childminder promotes inclusive practice to ensure that all children are able to participate fully. Individual routines are met because the childminder gathers useful information from parents when children first attend the setting. She maintains necessary childcare training, such as paediatric first aid and child protection. This ensures that she is able to promote children's health and well-being because she is up-to-date with latest guidance.

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

The childminder has an adequate knowledge of the Early Years Foundation Stage. She is not fully confident about the six areas of learning but provides activities that

meet children's interests and individual stages of development. Children's starting points are identified through discussions with parents and observing children informally and a daily diary is maintained for each child to record what they have done each day. However, the childminder does not plan effectively to ensure that all areas of learning are addressed, neither does she assess children to identify the next steps in their learning. Despite this, the childminder does know the children well and talks confidently about their individual routines, abilities and interests. She demonstrates that she is aware of how to move children on in their development, for example moving from simple inset jigsaws to more complex ones.

The childminder is actively engaged in children's play and shares in babies' enjoyment when looking at 'touch and feel' books with them. She responds well to babies' babbles and promotes the development of vocabulary through chatting to children about what they are doing. Older children use the computer and younger children have ready access to a range of programmable toys. They are able to choose independently from the range of toys available and develop in confidence as they play independently and with others. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future to contribute to their economic well-being.

The childminder encourages children to have a positive regard for each other and promotes good behaviour through being an effective role model. Unwanted behaviour is managed appropriately, taking into account children's age and level of understanding. Good behaviour is valued and praised. Children are learning about the wider world through activities that promote children's own cultures and customs as well as those of others. The childminder uses the topics that older children are doing at school to promote positive discussion around the theme of equality and diversity. She provides a small range of toys and equipment that show positive images of culture, disability and gender.

The childminder promotes the good health of children by encouraging them to have regard for personal hygiene. They are encouraged to wash their hand after toileting, before eating and after petting the dog. Their dietary needs are met by their parents as they provide all meals and snacks for their children. Children are learning to keep themselves safe. When on outings, such as walks in the local environment and walks to and from school, the childminder talks to them about road safety. Children have good relationships with the children and they readily come into the setting and separate from their main carer.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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	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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