

## Inspection report for early years provision

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<b>Unique reference number</b>	EY338379
<b>Inspection date</b>	03/03/2011
<b>Inspector</b>	Deborah Kerry
<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 2006. She lives with her husband and children in Diss, Norfolk. All of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Accessibility to the premises is via a step.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding six children, four of whom are within the early years age range, all attending on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder works with a registered assistant.

The childminder is able to take and collect children from local schools and pre-schools. The childminder is a member of the National Childminding Association and holds a Level three qualification in early years.

The family have three dogs and a variety of fish as pets.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development are successfully promoted as the childminder has a good understanding of their individual needs. A range of clear documentation, policies and procedures are in place to fully promote children's safety. However, children's welfare may be compromised if they are left with her assistant, as they do not hold a current first aid certificate. Children are fully supported through the close working relationships the childminder has developed with parents and other practitioners. The childminder has begun to reflect on and review her practice. She has identified areas for development to maintain continuous improvement to benefit children's learning and development.

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

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

- ensure that there is at least one person with a current paediatric first aid certificate on the premises at all times when children are present, this refers to leaving children with the assistant (Safeguarding and promoting children's welfare).
- 07/04/2011

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

- extend resources to ensure that children develop an appreciation of diversity and the beliefs of others.

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

The childminder has clear procedures in place for safeguarding children to ensure that their welfare is successfully promoted. She has attended safeguarding children training to develop her knowledge and understanding of local procedures to ensure that children's welfare is a high priority. The childminder has written risk assessments in place for all areas of the home and garden, to ensure that any potential hazards to minded children are minimised. She undertakes a risk assessment for all outings so that children remain safe whilst outside of the home; ensuring that a record of these is kept to reflect that all possible dangers have been identified. The childminder practices the emergency evacuation procedures with minded children on a regular monthly basis. A record of this kept to reflect that children are given regular reminders so that they can develop a clear understanding of how to remain safe.

The childminder has developed close relationships with parents of minded children. This helps children to feel safe and secure when in the childminder's care. They exchange information each day about their children's daily care needs and home routines. Parents have added photos and comments to their children's learning story records to reflect their involvement with their children's learning. The childminder has established a good system to exchange information with teachers at the nursery where children attend, to support consistency of their care and learning. She provides parents with regular newsletters on the topics and activities she plans for children to help keep parents informed about their child's learning. Children are taken on outings within the local community to help support their understanding of people's differences and the wider world. The childminder plans a range of activities to support children's understanding on the beliefs of others. However, there are limited resources within the setting to extend children's knowledge of diversity and the beliefs of others during their play.

The childminder has put in place clear systems to successfully support children's learning and development. The childminder has undertaken training on the Early Years Foundation Stage to develop her knowledge and to support and benefit children's progress. She has reviewed her practice and has begun to identify areas for development so that children's progress is fully supported and continuous improvement is maintained.

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

The childminder ensures that parents' wishes are respected regarding their children's individual dietary requirements. She has in place clear procedures to effectively promote children's health and medical needs. Children are provided with a range of healthy foods for snacks and meals and have access to physical play

each day. For example, through walking to school and within the garden and local park children access a range of large equipment and promote their healthy growth and development well. Children are learning good hygiene routines as they wash their hands before eating. The childminder works with a registered assistant and she has parental permission for children to be left in his care. However, the assistant does not hold a current first aid certificate, which may compromise their health and welfare.

Children are able to make choices in what they play with, as resources are stored within their reach. The childminder plays card games with children, they match shapes and count the pictures on the cards to support their problem solving, thinking and turn taking skills. Children develop their problem solving skills through completing puzzles, as they confidently match the shapes and colours of the pieces together. Children's independence is promoted as they are able to make choices about the resources they play with. Children show high levels of involvement and concentration as they create a car; they talk about the wheels and use play tools to fix everything together. Children talk confidently with the childminder about what they are doing as they have good language and communication skills. They recognise the shapes of the drill bit and place it on to the drill, so they can continue to work on their car. This reflects that children are developing good problem solving and thinking skills. Children are developing good hand and eye coordination as they use scissors to cut up coloured paper to make the petals on a flower for their topic on Spring. They use glue to stick the cut pieces on paper to create a colourful flower.

The childminder undertakes regular observations of children in the Early Years Foundation Stage. She records the activities they take part in and what they have achieved, clearly linked to the six areas of learning. This shows that children are receiving a broad and balanced range of play opportunities to support their ongoing learning and development. She includes photographs of children to reflect their achievements and experiences. The childminder has identified the next steps in children's learning to ensure that they are able to make progress in their learning and development. She plans around children's individual interests each week and ensures that the activities undertaken are evaluated. This ensures that all learning opportunities provided continue to support children's progress well.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

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

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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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