

Inspection report for early years provision

Unique reference number	258038
Inspection date	20/05/2011
Inspector	Melanie Calway
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 was registered in 2001. He lives with his wife, who is also a registered childminder, and two children, aged 15 years and 21 years on the outskirts of King's Lynn, Norfolk. The whole of the ground floor, two bedrooms and the bathroom on the first floor are used for childminding and there is a fully enclosed garden available for outside play. The family has some guinea pigs and goldfish as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. He assists his wife, who is currently minding three children in this age group. He also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder assists his wife in collecting children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are satisfactorily met. They feel secure in the childminder's care and benefit from a warm and relaxed environment. The childminder notes any significant achievements and passes these on to his co-worker so that she can plan for their progress. Although he knows the children and their stage of development, he does not have a secure knowledge of the Early Years Foundation Stage and the areas of learning to enable him to be actively involved in planning. The childminder helps to share information with parents to keep them up-to-date with their children's progress. The childminder discusses the provision with his co-worker to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- improve knowledge of the Early years Foundation Stage so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes). 24/06/2011

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

- improve access to the outside play area to provide children with a better balance of indoor and outdoor play, providing increased opportunities for physical and messy play
- improve the organisation of resources to develop children's independence.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because members of the household who are applicable have had the necessary checks. The childminder understands his responsibility to refer any concerns he may have about children's welfare and would pass on any concerns to his co-worker. The setting has a clear safeguarding policy and all the relevant information to enable him to take appropriate action. He has an awareness of safeguarding issues through his position as a children's sports coach. Children are cared for in a safe and secure environment. The childminder has undertaken risk assessment of the premises along with his wife to ensure that the environment is safe for children. Appropriate safety equipment is in place, such as stairgates and socket covers. Children are kept safe on outings. The childminder helps at busy times with school collections and ensures that children are kept safe. Children are protected from the risk of fire as the necessary fire prevention equipment is in place and regular evacuation drills are carried out so that the childminder and children know what to do in the event of a fire or emergency.

Children access an adequate range of resources and activities. They play mainly in the playroom which is fitted out with an appropriate range of furniture and equipment. The childminder is aware of the need to provide children with a suitable range of resources in line with their interests and stages of development. Children access some resources for themselves but space is not always used effectively to fully promote children's choice and independence. The childminder works at times alongside his wife who is also a registered childminder and assists at busy times and for emergencies. This enables the childminders to ensure that children are well supervised at all times. Although children enjoy regular outings, access to the outdoor play area is currently limited as the garden is being developed. As a result, the outdoor environment does not provide a stimulating learning environment and opportunities for physical and messy play are limited.

The childminder works closely with his wife to provide a warm and welcoming setting. He communicates with parents when present and understands the need to involve them in their children's learning. He is aware of the need to exchange information with other providers when children attend other settings to ensure effective continuity and progression. Some discussion and evaluation of activities takes place between the two childminders to reflect on their practice.

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

Children make suitable progress because the childminder notes anything significant about their development and passes this information to his co-minder so that she can take account of it when planning for children. The childminders discuss how the children are progressing and how to help them on to the next steps in their learning. Although he understands that planning is based around individual children's needs his own knowledge of the Early Years Foundation Stage is not sufficiently secure and so he is not currently actively involved in the planning process. Children enjoy an appropriate range of activities, although space is not used effectively to provide a balance of indoor and outdoor play. However, as the garden is not in use, the childminder assists at times in taking children out and about to a range of play facilities and local attractions. Children are beginning to build up a trusting relationship with the childminder and communicate with him. The childminder and his co-minder get down to children's level and use smiles and eye-contact to encourage children to communicate. Books are easily accessible and babies enjoy texture books. The environment has print displayed and writing materials are kept in the playroom. Children become familiar with numbers as the childminder counts with them as they play, introducing the language of shape and size. Puzzles and stacker toys are available to help children to develop problem-solving skills.

Children learn about the world around them as they go out on visits to local farms and play areas. Some topics are planned in line with children's interests and pre-occupations. Children become familiar with technology as they use the computer or camera and play with programmable toys. There are some resources for role play and craft activities are organised so that children can express themselves and be creative. Children learn social skills and to form relationships. They are encouraged to understand the rules, share and take turns. They make some choices as they select resources in the playroom. Children develop some physical skills. A tent and ball pool in the playroom enables children to develop coordination as they roll balls along the ground to the childminder and his co-minder. Local parks and play areas are used to provide opportunities for children to develop physical skills on larger equipment.

Children's health is promoted well. They get plenty of fresh air as they go out on most days to local playgrounds or for walks. Parents provide most snacks and meals and are encouraged to provide healthy options for their children. Children are beginning to learn about how to live a healthy lifestyle as the childminder talks to them about the benefits of a healthy diet. Children learn to wash their hands before they eat and after the toilet. Wipes are used to clean babies' hands. The childminder has a good knowledge of first aid and emergency procedures through his work with the St Johns Ambulance organisation. Although most documentation is maintained by his co-minder, the childminder has an adequate understanding of the required documentation. All the appropriate documentation is in place for the recording of accidents and medication. Children learn to stay safe as the childminders talk to them about safety issues, such as road safety when they are out and why they need to keep close and hold hands. Children's behaviour is

managed appropriately. They learn some skills for the future as they make satisfactory progress in their learning and development.

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	2
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	2
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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