

## Inspection report for early years provision

---

<b>Unique reference number</b>	257952
<b>Inspection date</b>	20/05/2011
<b>Inspector</b>	Melanie Calway
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2000. She lives with her husband, 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, of these no more than two may be under one at any one time. She is currently minding three children in this age group. She 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 collects children from local schools and pre-schools and takes children on regular outings to local farms and attractions. She is a member of the King's Lynn Cluster of the Norfolk Childminding Network and a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children's individual needs are satisfactorily met. They are happy and settled in the childminder's care and benefit from a calm and reassuring environment. The childminder is beginning to establish systems to observe, assess and plan for individual children. There is a good relationship with parents who are kept up-to-date with their children's progress and encouraged to share information about their children. The childminder has completed a self-evaluation and has plans to improve and develop the provision.

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

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 further 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 her responsibility to refer any concerns she may have about children's welfare. She has a clear safeguarding policy and all the relevant information to enable her to take appropriate action. She has recently completed safeguarding training. Children are cared for in a safe and secure environment. The childminder has carried out a risk assessment of all areas of the home to ensure that they are safe for children and makes daily checks of the environment. Appropriate safety equipment is in place, such as stairgates and socket covers. Children are kept safe on outings as a risk assessment is done for each type of outing. The childminder ensures she has all the necessary information when taking children out and explains the safety rules so they know what is expected of them. 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 appropriate range of resources and activities. They play mainly in the playroom which is fitted out with a suitable range of furniture and equipment. The childminder rotates resources removing items that are not currently being used and provides resources generally in line with children's interests and stage 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 her husband who is also a registered childminder. This enables them to give children plenty of attention and supervise children well. 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 provides a welcoming setting and ensures she finds out about children's backgrounds in order to meet their needs. She has produced some useful information for parents and keeps them updated about their children's progress. She uses daily diaries, written assessment records and regular verbal exchanges. She is currently establishing a record keeping system on the computer, to which parents can contribute, so they can also supply details of what their children are achieving at home. She exchanges information with other providers when children attend other settings to ensure effective continuity and progression. She evaluates her practice using her membership of a local network and support from the local authority to keep up-to-date as well as taking up training opportunities.

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

Children make satisfactory progress because the childminder makes observations of their play and learning and uses these to help them to progress, for example children becoming more mobile are provided with opportunities to practise and consolidate their skills. The childminder is currently developing her record keeping systems to find the best way of using observations to plan for individual children. Children enjoy a suitable 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 takes children out and about to an interesting range of play facilities and local attractions. Children communicate with the childminder and younger children are using key vocal sounds that the childminder understands. They feel secure in her care and are able to communicate their needs. The childminder and her co-minder use smiles, eye contact and repetition to encourage children's emerging language skills. 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 and introduces the language of shape and size. She uses daily routines, such as car rides to help children learn about position and direction.

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 house rules, share and take turns. They make some choices as they select resources in the playroom and 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 her 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. When the weather is fine, babies sleep outside in a push chair. 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 life style 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, and wipes are used to clean babies' hands. The childminder has a good knowledge of children's specific health needs and works closely with parents to ensure that they are well looked after. All the appropriate documentation is in place for the recording of accidents and medication. Children learn to stay safe as the childminder talks to them about safety issues, such as road safety when they are out and why they need to stay close and hold hands. They feel safe and secure in the setting because they have built up trusting relationships with the childminder. They are learning some skills for the future as they make 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

<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	2
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
--	---

### 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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----