

Inspection report for early years provision

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Inspection date	04/10/2011
Inspector	Angela Jackson
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 1994. She lives with her husband, one adult child, and one child aged 14 years, in a village near to the town of King's Lynn. The whole of the ground floor and two bedrooms on the first floor are used for childminding. Children do not have access to the ground floor study. There is a fully enclosed garden for outside play. The childminder walks and drives to local schools and pre-schools to take and collect children. She also takes children to the local park.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time. Of these, no more than three may be in the early years age range and of these no more than one may be aged under one year. There are currently nine children on roll aged seven years and under. The childminder also cares for a number of older children. Children are minded for a variety of sessions. The family has a pet cat.

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.

The childminder organises each day around the interests and personal care needs of the children. As a result, children make steady progress in their learning and development. Parents have good relationships with the childminder. Partnerships with the local school and pre-schools are appropriate and enable a good two-way exchange of information. The childminder has sufficient understanding of the self-evaluation process to identify some areas for improvement and to plan for the future. The ability of the childminder to improve standards and therefore outcomes for children, is satisfactory.

What steps need to be taken to improve provision further?

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

- review the safeguarding policy to include the procedure to be followed in the event of an allegation of abuse against the childminder or anyone in the household (Safeguarding and promoting children's welfare) 21/10/2011
- obtain prior written permission from parents for each and every medicine to be administered (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 21/10/2011
- provide for inspection, a written record of all 21/10/2011

complaints and any subsequent action taken
(Safeguarding and promoting children's welfare)(also
applies to both parts of the Childcare Register)

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

- develop the use of reflective practice and self-evaluation in order to assess and target areas for future improvement
- provide further opportunities for children to develop knowledge about the beliefs and cultures of other people
- develop further ways to use observations and assessments to plan relevant learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Overall, children are safeguarded and well protected by the childminder as she has recently updated her knowledge about child protection. She also has clear procedures in place to manage any concerns she may have about children in her care. The childminder supervises children at all times and makes sure they are not left alone with unchecked adults. She has up-to-date risk assessments in place which she uses to make sure areas children use are safe. Her house is warm and well organised and the spacious ground floor area provides a clear area for play and learning. As a result of these measures, children are able to move about freely and safely and to access a good range of resources and toys.

There are lapses in meeting some of the welfare requirements of the Early Years Foundation Stage. Parents do not give written consent each time medication is to be administered, there is no written policy available for what would happen if an allegation is made against the childminder or a member of the household and no written record of complaints is available for inspection. These are Specific legal requirements.

The childminder is aware of some of her strengths and weaknesses. She has taken reasonable action to meet the recommendations made at the last inspection, such as providing a slide and climbing frame in the garden. The childminder forms strong relationships with parents, enhanced through social events and outings. At registration she provides a good range of information about the provision, and copies of her policies. The childminder finds out from parents what children like doing and whether they have any special dietary requirements. She builds on this information through daily feedback and regular written updates. As a result, children are well cared for and make sound progress in most areas of learning. The childminder does not plan specific activities for each child but adapts each day to their feelings and interests at the time. Children are therefore happy in their play and enjoy a wide range of interesting and age-appropriate resources.

Effective relationships with schools and pre-schools mean that there is a good system in place for the two-way sharing of information for parents. There are few

established partnerships in the wider context. The childminder has no experience or training in the care of children with special educational needs and/or disabilities. There are clear and comprehensive policies in place for inclusion and equal opportunities so that equality and diversity are reasonably well promoted. The childminder is booked for training in how to effectively self-evaluate, therefore, demonstrating sound capacity for improvement.

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

Children are learning ways to keep themselves safe. When out, they follow the childminder's instructions and explanations for road safety. They hold hands or onto the buggy before looking each way and stepping off the pavement. In addition, children hear the sound of the smoke alarm and understand that they have to help each other to go outside in case there is a fire.

There is sound regard for the health and welfare of babies and young children. The childminder promotes good hygiene standards and provides a reasonable selection of foods for lunch, such as, beans on toast or sandwiches. Other children bring a lunchbox from home. The childminder has a good awareness of foods that make children have allergic reactions and has good regard to parents wishes regarding sleep routines. This means that children have continuity of care and feel secure and settled with the childminder.

Toddlers actively search out their favourite books and excitedly point out and name characters such as 'Postman Pat'. As a result, young children develop good communication skills and self-assurance. Walking to and from the local school and pre-school provides all children with good opportunities for fresh air and exercise. On the way they practise number skills, such as counting trees and cars. This is extended well by the childminder. She initiates games such as looking for numbers on car registration plates, so that they learn to identify numerals and their value. Children are encouraged to explore and to find out how things work. Babies spend time pushing their fingers into pre-cut holes on toys and books to see what they can feel on the other side. In this safe exploration, they learn about textures and how enjoyable it is to investigate new possibilities. Toys that have features, such as lights and sounds, help children discover and use new technology. The learning opportunities provided by the childminder are effectively helping children develop skills for the future.

The childminder has good relationships with the children. Babies go to her for what they want and enjoy positive interactions, such as, looking at books together. Children play well on their own and with each other. Toddlers follow each other around and share toys without fuss. The childminder has expectations for behaviour appropriate to children's ages and sets clear boundaries.

Children's understanding of the community is developing through relationships and activities at school or pre-school. The childminder does not specifically plan for events that promote children's understanding of the needs of people different to themselves. She takes sufficient account of children's developing interests, such as

in horses, to further the interest. This gives children some understanding of the natural world around them and develops vocabulary and concepts, such as colour. There are sufficient resources available to all children that help them to gain some understanding of diversity. For example, pictures in books and dolls with different skin colour, reflect the wider community.

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	2
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	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	2
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	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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