

Inspection report for early years provision

Unique reference number	EY425210
Inspection date	01/11/2011
Inspector	Jacqueline Mason
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 2011. She lives with her mother, who is also a registered childminder, on the family farm near Brooke in South Norfolk. The ground floor of the home is used for childminding purposes and there is an enclosed garden for outdoor play.

The childminder is registered on to provide care for six children when working alone. When working with her mother, together they can care for a maximum of 12 children. The childminder currently cares for eight children, all of whom attend on a part-time basis and two of whom are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder holds a relevant level 2 qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a sound knowledge and understanding of the Early Years Foundation Stage to ensure that children are able to make steady progress in their learning and development. She is careful to ensure that children are fully included and provides a welcoming environment that helps children to be happy and healthy, with most safety requirements being met. Partnerships with parents are effective and most of the necessary information about children is recorded. The childminder has successful partnerships with others who provide care and learning for the children. She is committed to continuous improvement and has positive plans for the future that are focused on improving outcomes for children.

What steps need to be taken to improve provision further?

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

- put in place appropriate fire detection and control equipment, with regard to maintaining working smoke alarms on each level of the property (Suitable premises, environment and equipment) 08/11/2011
- obtain necessary information from parents, with regard to who has parental responsibility for each child (Safeguarding and promoting children's welfare). 08/11/2011

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

- improve the arrangements for tracking children to ensure a balance of

progress across all areas of learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively protected because the childminder has a good knowledge and understanding of safeguarding issues. She is aware of the signs and symptoms of abuse to help her recognise when children may be at risk and knows how to report concerns in line with the Local Safeguarding Children Board guidelines. However, the childminder does not keep a record of who has parental responsibility, which is a breach of requirements and has the potential to compromise children's welfare. Comprehensive risk assessments are carried out for indoor and outdoor spaces used by children. The childminder has most necessary fire control equipment in place, although the smoke alarm on the ground floor has recently broken. This means that there is no means of alerting the childminder to a fire on the ground floor, compromising children's safety. This is also a breach of requirements. Despite this, the childminder has identified an emergency evacuation procedure and this is practised regularly with the children to ensure that everyone knows what to do in an emergency.

All necessary policies and procedures are in place to ensure the efficient management of the setting. These are routinely reviewed and shared with parents to keep them fully informed about the service the childminder provides and help them make knowledgeable decisions about their children's care. Successful relationships with parents have been established, resulting in effective partnerships to meet children's individual needs and promote continuity of care and learning. Parents are kept fully informed about their child's day through verbal feedback and written daily diaries. The childminder is developing strong partnerships with others who provide care and learning for the children so that any concerns about children's development or well-being can be quickly and effectively managed.

The childminder manages her setting well and is committed to her own professional development. The childminder evaluates her setting critically, working with her co-minder and with parents to identify the strengths of her setting and areas for development. From this she has developed a clear and achievable action plan for developing and moving forward in her continuous improvement.

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

The childminder has excellent relationships with the children and they are totally at ease in her care. Babies enjoy cuddles with her and readily snuggle into her lap to be fed, becoming so comfortable that they fall asleep. The childminder knows the children very well, establishing their starting points when they first attend the setting through gathering useful information from parents; both through verbal discussion and written documentation. Although the tracking of children's learning and development is not robust to ensure that experiences are balanced across all six areas of learning, the childminder successfully observes and assesses children

as they play. She records their development, using written observations and photographic evidence, and assesses the information gained to identify the next steps in their learning.

Children are developing skills for the future. The environment is organised effectively to meet children's individual needs and promote inclusion. An extensive range of toys and resources are maintained that are interesting, fun and stimulate children's curiosity. Toys are age appropriate and promote children's development, for example, the childminder provides a range of brightly coloured and musical balls to help babies develop their physical skills and promote crawling. The childminder promotes children's language development and responds well to babies' gurgles and babbles. She introduces new vocabulary through stories and children enjoy looking at books, noticing and pointing at illustrations. Toys and resources are stored well to enable children to access them independently.

Risk assessments are carried out for all outings to ensure that community facilities used by them are safe and that any risks are identified and managed. Through outings, such as trips to the local Sure Start Centre, children have opportunity to meet with their peers, explore and experience active and creative play, and develop their social skills. The childminder helps children to develop respectful attitudes to others and promotes positive images of culture, gender and disability. Children are developing good relationships with their peers and are learning right from wrong. The childminder manages children's behaviour sensitively, taking into account their age and level of understanding. Good behaviour and individual efforts are praised.

Children's health, physical and dietary needs are met to a high standard. They learn how to keep themselves safe, for example, the childminder supports them in learning about road safety when on outings. Children have ownership of their health and well-being and are developing self-care skills, recognising when they are thirsty and washing their hands before eating. Children are provided with healthy meals and snacks. They enjoy playing outdoors and their physical development is promoted through a range of outdoor toys to promote active play. Children occasionally walk to school and back and enjoy walks around the family farm, further promoting a healthy lifestyle. Individual needs are met with regard to rest and sleep.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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

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

Met