

Inspection report for early years provision

Unique reference number	EY236707
Inspection date	29/04/2009
Inspector	Georgina Emily Hobson Matthews
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2002. She has two children aged 13 and 11 years and lives on the outskirts of Norwich, in Norfolk. Access to the childminder's home is via a shallow step and children use the ground floor with a bathroom and a room for undisturbed rest on the first floor. An enclosed garden is accessible for outdoor play. Local amenities are within walking distance of the childminder's home and she walks and drives to local schools to take and collect children.

The childminder is registered to care for a maximum of six children under eight years at any one time of whom no more than three may be in the Early Years Foundation Stage (EYFS). She is currently minding seven children in this age range. She also offers care to children over five to eight years. This provision is registered on the compulsory part of the Childcare Register. The childminder is a member of a local childminding network and attends several toddler groups on a regular basis. She holds a Level 3 qualification in childcare.

Overall effectiveness of the early years provision

The provision is good. The childminder organises her home well to accommodate children's play and generally takes all reasonable steps to ensure that hazards to children are kept to a minimum. Children make good progress within their learning as the childminder demonstrates a commitment towards improvement and has given some thought towards a review of her provision. Successful partnerships are formed with parents and the childminder provides them with most information regarding her childcare policies. She has a secure understanding of each child's individual needs and has made some links with other EYFS providers who care for children attending to promote consistency of care.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children are kept to a minimum, with particular reference to access to the shed at the bottom of the garden
- inform parents about appropriate food content for packed lunches
- develop a system for accessing children's development and learning records when a child attends another setting.

The leadership and management of the early years provision

Children's welfare, learning and development are promoted well. The childminder accesses ongoing training to update her knowledge and to improve her practice. She is beginning to focus on an evaluation of her childcare in order to identify areas for development. Health and well-being is generally promoted well and the

necessary steps are taken to prevent the spread of infection. The childminder has a good understanding of how to protect children from harm or neglect and maintains up-to-date training in safeguarding children. Procedures are in place to ensure that all adults having access to children are suitable to do so. The childminder maintains paediatric first aid training and appropriate action is taken when children are ill. The premises are clean and hygienic in all areas accessed by children and comprehensive records are maintained in order to provide appropriate care. The childminder raises children's awareness of good hygiene and of nutritious foods. Children learn to wash their hands after toileting and outdoor play and before eating. Although meals, snacks and drinks are provided by parents, the childminder talks to the children about healthy eating. Children learn to stay safe on outings and during regular practise of fire evacuations. The childminder gently reminds them of how to stay safe, for example, as they play on swings. Children develop a positive attitude to exercise and have many opportunities to explore a variety of physical movements in the garden, in parks and at local toddler groups. They have lots of fun as they learn to move with control and coordination on an age-appropriate slide. Children are able to travel around, over and through and to balance and to climb on a small climbing frame. They manoeuvre cars around the garden and learn to manipulate small tools during sand and water play and as they manipulate dough.

The childminder has completed a risk assessment of her home and of any outings. She carries out a safety check each day before children arrive and most areas and equipment are seen to be safe and appropriate. Although the childminder supervises children at all times, the hazard of an unlocked shed at the bottom of the garden that contains gardening equipment has not been minimised in order to ensure children's safety. Children have ample room to explore a range of activities within her home. They are able to play at their own pace and to make choices from low-level storage units in a very pleasant, dedicated playroom.

The childminder works well in partnership with parents. She offers sensitive settling-in arrangements and provides them with a wide range of information about her policies and practice. However, parents are not advised about appropriate food content for packed lunches in order to ensure that children receive a healthy diet at the setting. The childminder gathers valuable information about children prior to the commencement of care. Children's ongoing progress is discussed each day and parents are invited to access and add to children's progress records regularly. Parents' satisfaction with the childminder's provision is reflected in their extremely positive feedback. The childminder has accessed training in order to raise her understanding of caring for children with additional learning and/or development needs. She has experience of caring for children with English as an additional language.

The quality and standards of the early years provision

The childminder has a good understanding of the EYFS and uses this to plan activities for children. She is caring and affectionate and interacts well with children. The childminder involves herself in their activities and supports their learning well. She maintains progress records for each child. These record

observations on children's play and identify the next steps required for them to make progress within their learning. Although the childminder is aware of the importance of sharing information with other providers of EYFS for a child, as yet, she has not developed a system to do so in order to ensure children's progression.

Children's behaviour is good. They join in group activities and begin to interact with each other. Children are able to take turns and to play cooperatively. They are happily engaged in play activities both on their own, with others and with the childminder. Children gain confidence and self-esteem as the childminder provides them with a welcoming environment and is extremely caring, and affectionate. Children learn that print carries meaning in a print-rich environment and enjoy looking at posters and labels posted alongside their creative work. They select books independently from an easily accessible range and snuggle up with the childminder to listen to stories. Children learn about different shapes and concentrate as they play with a shape sorter. Some children recognise numbers around the room and during board games and are able to put numbers in order in a floor puzzle. Children plant and care for tomatoes and sweet peas and learn to use 'walkie talkies', torches and magnets. They learn about the local area on walks in the woods and on outings to the library and toddler groups. Children have access to wide range of creative resources such as paints and dough. They have lots of opportunities to explore different materials for example water, sand and foam and mix ingredients before they bake fruit cakes and flapjacks. They are fascinated with finger puppets as the childminder sings 'Old MacDonald'. Children begin to involve themselves in imaginary play as they access a play kitchen and make cups of tea. They enjoy making sounds on a drum and announce, 'I'm doing a bang' with pride.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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