

Inspection report for early years provision

Unique reference number	EY276639
Inspection date	08/07/2009
Inspector	Melanie Calway
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 2004. She lives with her four children, aged 16,14,10 and five in King's Lynn, in Norfolk. The whole of the childminder's home is used for childminding. Most activities take place on the ground floor but the bathroom is situated on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. 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 part of the Childcare Register.

The childminder walks to the local school and pre-schools to take and collect children and takes children on regular outings to the park, to 'Tumble Tots' and to other childminders. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled in the childminder's care and benefit from a warm and relaxed environment. The childminder provides a range of appropriate toys and resources which children choose from. She knows the children in her care well and so is able to meet their needs. Information about children's care is exchanged with parents on a daily basis. She uses informal links with other childminders to discuss recent developments and to keep up-to-date.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment to include information on who conducted it, date of review, any action taken after review and include assessments of risks for outings and trips
- develop a culture of reflective practice and self-evaluation to identify strengths and priorities for development
- work in partnership with parents and other providers, sharing information about children's achievements and encouraging them to share their knowledge of children's learning and development.

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

- develop the educational programme by making systematic observations and assessments of each child's achievements, interests and learning styles and

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use these to identify learning priorities and plan relevant and motivating experiences for each child (Educational Programmes)

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (this also applies to the compulsory part of the Childcare Register).

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The leadership and management of the early years provision

Children's care, welfare and safety are suitably promoted. Most of the required documentation is in place, such as accident and medication records and parental permissions. A register of children's attendance is kept in a notebook but does not include all the necessary information. Most information about the service is shared verbally with parents. A folder is available with details of the childminder's training, insurance certificates and checks. The childminder discusses practice issues with other local childminders but has not yet put into place any systems for evaluating her practice in order to identify strengths and areas for development. She attends training when she is able and has recently completed training on safeguarding. Information is shared daily with parents so that they know about what the children have been doing and where they have been. The childminder discusses children's development with them but they are not yet fully involved in the assessment process, sharing their own knowledge of children's learning. The childminder communicates with other providers who care for children in the Early Years Foundation Stage (EYFS) but systems are not yet in place to share information about children's learning and development.

Children are cared for in a safe environment and suitable safety measures are in place such as socket covers and stair gates. The premises are secure and keys kept out of reach. The childminder demonstrates a good awareness of safety issues. A daily risk assessment is carried out on all aspects of the environment and other regular checks are conducted, for example on smoke alarms and the first aid kit. A fire evacuation practice is carried out periodically and the childminder regularly talks to children to ensure that they are familiar with what action to take during a fire. They also learn about road safety by practising crossing the road in a nearby cul-de-sac. The childminder takes appropriate measures to keep children safe when going out and conducts a risk assessment before each trip. A record of risk assessment is kept but does not include some necessary information, including how children are protected on outings and trips. Children are safeguarded from the risk of neglect or abuse as the childminder is aware of her responsibility to refer any concerns she may have about children's welfare. She has recently completed training on this topic and has all the necessary information to enable her to act appropriately.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. She knows the children very well and they have formed positive relationships with her. She organises regular outings into the community such as the station or the duck pond and also regularly visits other childminder's homes to give children opportunities to socialise. In the home, children are able to choose from a range of appropriate resources, which are stored at their level on a low level unit or in the cupboards. The childminder supports children as they play, for example helping them to choose resources or building with the construction bricks. The childminder is beginning to keep some written observations on what she has done with the children along with photographs. However, the records do not focus on specific examples of children's achievements and she is not using observation and assessment to plan for each child and to extend their learning, providing a balance of adult-led and child-initiated activities. Children feel secure in the setting and are able to communicate with the childminder confidently. They enjoy selecting story books which they look at together. The childminder chats to the children and listens to them to promote their language development. The childminder counts with the children as they play and supports them as they do puzzles to encourage problem solving skills. Children have opportunities to draw and be creative. They learn about the world around them through their outings into the community and through activities such as growing plants and vegetables. They can move about freely and are able to experience physical equipment on outings to the park.

Children's health is promoted well. The home is clean and good hygiene procedures are in place to protect children from the risk of infection. Posters in the bathroom remind children why they should wash their hands. The childminder talks to children about how to maintain a healthy lifestyle and hopes to be able to pick and grow their own vegetables to eat this year. Children walk to school every day and get plenty of fresh air. Parents provide snacks and meals which are generally healthy. Children are reminded to have their drinks when they need them. They learn how to keep themselves safe through talking about issues such as fire safety and road safety. Behaviour is managed in a positive way and children are given plenty of praise to boost their confidence and self-esteem. Some resources encourage them to develop respect for other people and the childminder talks to them about issues as they arise for example when they cover other religions in school. Children with additional needs are included and the childminder works with parents to ensure that their individual needs are met. Children are learning skills for the future as they learn to develop positive relationships and be confident.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) 12/08/2009
- keep a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing (Procedures for dealing with complaints) 12/08/2009
- take action as specified in the early years section of the report (Records to be kept). 05/08/2009