

Inspection report for early years provision

Unique reference number	EY403062
Inspection date	21/06/2010
Inspector	Deborah Kerry
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 2009. She lives with her family in a first floor flat in Thetford. The lounge/diner and kitchen are used for childminding activities. Children are taken on regular walks to parks for physical play as there is no access to an outside play space. The property is accessed via a flight of stairs.

The childminder is registered to care for a maximum of four children at any one time. There are currently two children attending who are within the Early Years Foundation Stage age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The family has fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development are promoted appropriately as the childminder has a good understanding of their individual needs. The childminder has a range of policies and procedures in place to support her sound practice. Most of the required documentation is in place and some procedures have not yet been fully implemented. The childminder has begun to review her practice and as a result has adapted her practice to ensure that she is able to fully support children's ongoing learning. Good use is made of the local community to promote both children's social skills and physical development.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 05/07/2010

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

- develop further the observations and the systems for monitoring children's progress so the next steps in their learning can be identified and ensure that they are linked to the six areas of learning
- develop partnership working to provide opportunities for parents to share their children's achievements from home and add comments to their progress records
- develop play opportunities for children to celebrate, recognise and show respect for each other's home language, and the cultures and beliefs of others.

- develop further the written safeguarding children policy to include procedures to be followed in the event of an allegation being made against a member of the family
- obtain written parental permission for children to take part in outings; to use public transport and outside play equipment
- ensure that regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has in place a clear written policy on safeguarding children to ensure that children's welfare is supported appropriately. The childminder has attended safeguarding children training and has all the information from this training to refer to, should she have any concerns around children's welfare. However, the written policy does not include procedures to be followed if there was an allegation made against a member of the family. The childminder does not have written parental permission in place to seek emergency medical advice or treatment for all children. This is a breach of regulations and could compromise children's health. The childminder has undertaken clear risk assessments on all areas of her home. This ensures that any potential risks to minded children are not accessible and that their safety is promoted. There are also clear, written risk assessments in place for all outings children are taken on. This ensures that children's safety is further promoted when away from the home. The childminder has in place clear procedures for the emergency evacuation of her home, which include a plan of all exits. However, these have not yet been put into practice with minded children to help them develop a clear understanding on how to keep themselves safe.

The childminder has developed good relationships with parents and she ensures that all her policies and procedures are shared with them. This helps to keep them informed about her practice and the service that she provides. She records children's achievements and progress in developmental records which she shares with parents. This helps to keep parents fully informed about their children's learning and development. However, parents have not yet added comments to their child's developmental records so that they are fully involved with their children's learning and development. The childminder has limited resources in place to help children learn about diversity and celebrate their own heritage. This can hinder them in developing an understanding on peoples' differences and on the beliefs and cultures of others. The childminder cares for children where English is a second language and has learned words in their home language to help support children's understanding of English. The childminder is developing relationships with teachers at the local primary school to help support transitions and children's learning and development.

The childminder has completed all the required training to be a registered childminder. She has reviewed her practice and as a result has implemented clear changes to her documentation to improve how she records children's ongoing progress. The childminder works closely with parents to ensure that she is meeting

the individual needs of their children and adapts her practice to benefit children's learning and development needs.

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

The childminder provides children with a variety of fresh vegetables with meals, each day and she ensures that these meet their individual dietary needs well. All food provided by parents is stored appropriately to further promote their good health. Children know that they need to wash their hands before eating and after using the toilet. This helps them to learn about developing good personal hygiene routines. Children are taken on regular outings for outside physical play, they can access large equipment, run and play. This encourages them to participate in play that promotes their physical development and good health. She teaches them about road safety when they are out walking so they can learn how to keep themselves safe when away from the home.

The childminder interacts well with children, she repeats words to help children to pronounce and learn new words in English and to promote their vocabulary and speech development. She responds to any sounds and gestures they make in a conversational manner to support their early communication skills. Children's imagination is supported as they dress up and become a 'Power Ranger', they push a trolley around and say they are going shopping. Children point out the individual items in the trolley to the childminder; she tells the children what the food is. This supports the development of their speech, language and increases their vocabulary of words. The childminder uses local facilities well. For example, they regularly visit the library and choose books to read. This promotes their interest in books and develops their early literacy skills. Children are taken on regular walks to the park, this helps children to learn about the wider world, their local environment and develops their physical skills. The childminder does not have all written parental permissions in place for children to keep them fully informed of the childminders practice. The childminder joins in with children's play, she count out resources with them. This develops their understanding on numeracy and to use number names in order.

The childminder undertakes regular observations on children's development. She records their achievements and includes photographs and examples of the children art and craft work. These reflect an accurate picture of the range of activities and outings that the children engage in when in her care to support their learning well. However, the next steps in the children's learning has not yet been identified and the developmental records are not linked to the six areas of learning. This could hinder children's progress, as these records do not show if children are receiving a broad and balanced range of activities to fully support 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

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	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	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	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children feel safe	3
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

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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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