

Inspection report for early years provision

Unique reference number	EY405950
Inspection date	05/10/2010
Inspector	Sandra Hornsby
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.

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Description of the childminding

The childminder was registered in 2010. She lives with her four children aged six, nine, 11 and 13 in Kings Lynn, Norfolk. The childminder minds from her sister's home, who is also a registered childminder. Her sister lives with her five children, aged one month, six, 12, 15 and 17 and she lives in Kings Lynn, Norfolk. However, they do not childmind together. The lower ground floor of the house is used for childminding and there is an enclosed outside play area.

The childminder is registered on the Early Years Register to care for a maximum of five children under eight years at any one time, no more than three of whom may be in the early years age range. She also offers care to children aged between five years to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has a sound understanding of the children in her care. She recognises the children's personalities and differing abilities and offers a satisfactory service to promote their care, learning and welfare. The environment is adequately resourced and her interaction is kind and caring. Safeguarding arrangements are in place and the childminder understands her responsibilities to protect children. Partnerships with parents promote children's care and education satisfactorily and relationships with other Early Years Foundation Stage providers are being developed. The childminder demonstrates a positive outlook towards ambition and developing her provision to improve the 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:

- ensure records are easily accessible and available for inspection (Documentation) 31/10/2010

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

- work in partnership with parents, sharing information and involving them in their children's continuous learning and development
- further support children's understanding of diversity and promote equality of opportunity by providing positive images and activities to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, learning difficulties and religion
- continue to develop systems to observe and assess children's achievements, interests and learning styles and use these to identify learning priorities and

- planning
- improve the educational programme by providing consistent opportunities for children to develop to their full potential, identifying and monitoring their learning priorities, for example, by referring to the 'Development Matters' section in the Practice Guidance for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has sound knowledge of safeguarding issues. Safeguarding regulations and duties are met and arrangements and policies for safeguarding are in line with requirements. The childminder carries out risk assessments, takes necessary steps to eliminate risks and helps children understand about keeping themselves safe. However, required written risk assessments are not kept at the childminder's provision and not available for inspection. This is a required document to be available for inspection.

The childminding provision is suitably organised. Resources and toys are organised to allow children to choose what they want to play with and they adequately meet the children's learning and development needs. However, observations are not always used to plan and organise resources effectively and target children's potential learning and development. The childminder has not undertaken any recent additional training but demonstrates an enthusiasm to extend her learning and update her knowledge through the self-evaluation process.

Children benefit from the communication that is ongoing between the childminder and parents. Photographs, children's records and adequate information about what children do is shared, this keeps parents informed. A system to identify children's starting points on entry to the provision is not yet established, which means progress is sometimes difficult to assess and learning needs slow to recognise. Parents have opportunities to view the children's development folder but they do not actively contribute to their children's files and further support their learning. Policies and procedures are shared verbally and in writing and parents are made aware of the complaints procedure. The childminder has a positive attitude to liaising with other providers delivering the Early Years Foundation Stage. Although she has not fully developed the system to make closer links with these settings, she understands the importance of continuity of care.

The childminder is beginning to reflect on her practice and has begun to identify her own areas of strength and areas which require improvement. The childminder understands the need to plan and prioritise these and she is keen to make the changes and develop her practice to improve the outcomes for children.

The childminder promotes aspects of equality and diversity and children are treated fairly and with respect. All children are given opportunities to use toys and resources and the childminder adapts activities so all children can be included. Children play alongside other children and visit groups and use the local community so children are beginning to see a wider world. However, there are

more limited opportunities in play for children to learn about diversity and value and appreciate differences between people in the wider world.

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

The childminder demonstrates a sound understanding and knowledge of both the learning and development and welfare requirements. Overall children make sound progress and they are broadly content, settled and willing to undertake tasks and activities. Child-led and some adult-led activities are carried out which mostly engage children and keep them interested. The childminder supports children's learning by having an interest in the children she cares for and knowing what interests them. Children make choices about what they do and help themselves to their favourite toy. Children enjoy a range of activities and play opportunities including, cars and car mats, tractors, and tea sets. They are encouraged to make independent choices and children become engrossed in making tea and playing with the small house, driving cars and tractors over the car mats and around the room. Children are using their imagination to develop an understanding of the world around them.

Children access books and drawing materials and they enjoy singing and dancing. Regular visits to the local community help them to understand their local community. Children have opportunities to explore their physical development and use their larger skills in climbing and running around in the park. The childminder talks to the children and poses simple questions to which children respond through smiles and simple sounds. The children make themselves understood. Children who speak English as an additional language do not have many opportunities to explore their home language or see the patterns and shapes of their written language in print. However the childminder is working with parents to further support children's communication language and literacy.

Although the childminder has knowledge of the six areas of learning she has not yet identified consistent, effective systems to monitor, observe and evaluate children's learning and plan for their next steps. The childminder is not fully conversant with the 'Development Matters' in the Practice Guidance for the Early Years Foundation Stage and does not plan specifically enough for children's individual learning needs which may hinder future progress towards the Early Learning Goals.

Young children are secure and confident in their surroundings. They move about with ease and use the available resources happily. Children are learning to share and take turns as they play alongside other children. Young children sleep comfortably and share a cuddle before they fall asleep. Children's medical and dietary requirements are known and the childminder has a current first aid certificate which means the children receive the most appropriate care. Parents supply snacks and food and the childminder always ensure children have access to fresh drinking water. Children have a positive healthy relationship with the childminder where they receive praise and encouragement to build confidence and self-esteem.

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	3
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	3

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	3
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	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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