

Inspection report for early years provision

Unique reference number	EY433271
Inspection date	09/02/2012
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.

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Description of the childminding

The childminder was registered in 2011 and works as a co-childminder with his wife. He lives with his wife and one child aged six years in a house in Kings Lynn. The whole of the house and both gardens may be used for childminding, with the exception of the dining area and the main bedroom. There are two fully enclosed gardens for outdoor play.

The childminder is registered on the Early Years Register to care for a maximum of five children, of whom three may be in the early years age range. He is also registered on the compulsory part of the Childcare Register and is able to care for a maximum of five children in this age range. The childminder works with his wife, who is registered as a childminder at the same address. When working together, they may care for no more than 11 children, of whom no more than six may be in the early years age range. There are currently six children on roll, who are cared for on a full-time and part-time basis. All of the children are in the early years age range.

The childminder is registered to provide overnight care for one child.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder understands the requirements of the Early Years Foundation Stage and puts in place a varied range of activities to enable children to be able to access resources that are appropriate to their individual levels of understanding. A welcoming and relaxed environment is provided, children's behaviour is generally managed well and the childminder has a satisfactory understanding of safeguarding issues. He is careful to ensure that children's individual needs are met and is developing successful partnerships with parents. The childminder is aware of the need to work in partnership with others, who provide care and learning for the children. He always works with another childminder and together, they have positive plans for the future that are focussed on improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of the learning and development requirements, in order to effectively plan for the next steps in children's learning
- develop strategies to manage unwanted behaviour
- develop knowledge and understanding of child protection issues, with particular regard to the signs and symptoms of abuse and reporting concerns.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory awareness of the signs and symptoms of abuse to enable him to recognise when children may be at risk. He is aware of who to contact if he has concerns, but his English language is limited, which means that he is not able to communicate these concerns well. However, he usually works with his co-childminder, who speaks very good English and is likely to be the person to make any necessary referral to Children's Services. Children play safely because the childminder has carried out comprehensive risk assessments for indoor and outdoor spaces, covering everything with which a child may come into contact. In addition, a daily checklist is maintained, ensuring that all hazards to children are identified and steps taken to minimise risks. The environment is relaxed, welcoming and inclusive, resulting in children thriving and developing a strong self-confidence and sense of belonging.

The childminder is building effective partnerships with parents that help to promote continuity of care for children. Information is shared on a daily basis and this helps parents to be well-informed about all aspects of their children's day. All necessary policies and procedures are in place and shared with parents. These are written in English and verbally translated by the co-childminder for parents who speak English as an additional language. The childminder is aware of the need to work in partnership with others who may provide care and learning for the children. None of the children currently cared for attend any other provision.

The childminder manages his setting effectively. He evaluates his practise critically, working with his co-childminder, parents and representative from the local authority to identify the setting's strengths and areas for development. Recommendations made by local authority are acted upon.

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

The childminder knows the children well. He establishes their starting points through gathering useful information from parents to find out likes, dislikes, stage of development and individual routines with regard to feeding and sleeping. Good methods have been established for observing and recording children's progress, including the use of photographs and recording what has been seen. These observations are recorded by the co-childminder and are evaluated effectively to identify the next steps in the children's learning. Some organisation does take place, so that the childminder has a plan for each day. However, the childminder is still to consolidate this, in order to effectively plan for the next steps identified.

The childminder has excellent relationships with the children and they are totally at ease in his care, coming into the setting readily and confidently going to him for a cuddle and support with activities. Children mostly behave well, although, they sometimes find it difficult to share. The childminder is working on ways to address

this, including talking to parents, in order to try to establish a consistent way of managing the behaviour. The childminder is actively engaged in the children's play and interacts well with them. All of the children cared for have English as an additional language. The childminder speaks mainly Russian and also speaks some English. He works well to respect and promote children's home language, as well as English, encouraging children to repeat words and develop skills for the future in literacy and numeracy. The childminder helps children to learn about their own customs and cultures, as well as those of others. Through this, children are developing positive attitudes to others.

Children's physical and dietary needs are met to a good standard. Effective emergency evacuation procedures are in place and these are practised with the children to help them know what to do in an emergency. The childminder supports children to learn about road safety when on outings and also through reading books. Children are provided with healthy meals and snacks, including fresh fruit at snack time and vegetables that are made into soup. Children have ownership of their health and are developing self-care skills, recognising when they are hungry or thirsty and washing their hands before eating. They enjoy playing outdoors and their physical development is promoted through a range of outdoor toys to promote active play.

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	3
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