

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY408330
<b>Inspection date</b>	12/10/2010
<b>Inspector</b>	Deborah Kerry

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2010. She lives with her husband and two children in Diss, Norfolk close to shops, parks and local schools. The whole of the ground floor of the property except for the living room and office are used for childminding activities. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in the early years age group and one older child. The family have two cats as pets.

The childminder is a member of the National Childminding Association (NCMA).

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage are supported well by the childminder. The childminder has clear procedures in place to promote children's welfare and safety. She has developed good relationships with parents to help children feel safe and settled and ensures that all children are included and have their individual learning needs met. The childminder has clearly implemented the requirements for the Early Years Foundation Stage well and has a range of policies and procedures to support her good practice. The majority of the required records are in place. The childminder has evaluated her practice and has begun to identify areas for development to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop partnership working to provide opportunities for parents to share in their children's achievements from home and add comments to their progress records
- ensure that a record is kept of all the emergency evacuation practices and include any problems encountered and how they were resolved.

## **The effectiveness of leadership and management of the early years provision**

The childminder has clear procedures in place for safeguarding children to ensure that their welfare is successfully promoted. She has attended safeguarding children training to develop her knowledge and understanding on local procedures to

ensure that children's welfare is a high priority. The childminder has written risk assessments in place for all areas of the home and garden to ensure that any potential hazards to minded children are minimised. She undertakes a risk assessment for all outings so that children remain safe whilst outside of the home and ensures that a record of these is kept to reflect that all possible dangers have been identified. The childminder has practised the emergency evacuation procedures with minded children so that they can develop an awareness of how to keep safe. However, there is currently no record of this kept to ensure children are given regular reminders so that they are developing a clear understanding of how to remain safe.

The childminder is beginning to develop close relationships with parents of minded children. This helps children to feel safe and secure when in the childminder's care. They exchange information each day about their children's daily care needs and home routines. Parents have not yet added comments to their children's learning developmental records to ensure that they are fully involved with their children's learning. The childminder has established a good system to exchange information with teachers at the nursery where children attend for consistency of their care. Children are taken on outings within the local community to help support their understanding on people's differences and the wider world.

The childminder has put in place clear systems to support children's learning and development successfully. The childminder has undertaken training on the Early Years Foundation Stage to develop her knowledge about the requirements to support and benefit children's progress. She has reviewed her practice and is keen to attend further training to help improve her practice further so that children's progress is fully supported and continuous improvement is maintained.

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

The childminder ensures that parent wishes are respected regarding their children's individual dietary requirements. She has in place clear procedures to effectively promote children's health and medical needs. Children are provided with a range of healthy foods for snacks and meals and they have access to physical play each day. For example, walks to school and by accessing the garden to promote their physical development well. They can access a range of large equipment to promote their healthy growth and development well. Children are learning good hygiene routines as they wash their hands before eating.

Children enjoy stacking cups and creating towers and the childminder talks with them about the colours and helps them to count how many there are. This supports children's understanding about problem solving and numeracy and helps to develop their hand-eye coordination. Children enjoy running outside in the garden; they throw, catch and kick balls to develop their strength and physical development. Children use pencils and draw around stencils to develop the pencil control in readiness for hand writing. Children are developing their independence and self-care skills as they put their own shoes on before going outside and

confidently use knives under supervision to spread toppings on their bread as they help to prepare their own lunch. Children observe change and create 'hedgehogs' using shredded wheat and chocolate spread. The childminder talks about the texture and how it feels as the children use spoons and their fingers to mix the ingredients together to form the shape of a hedgehog. This helps to extend children's learning on their current topic on animals and also promotes their vocabulary through the use of describing words.

The childminder undertakes regular observations on children in the Early Years Foundation Stage. She records the activities they take part in and what they have achieved. These are clearly linked to the six areas of learning to show that children are receiving a broad and balanced range of play opportunities to support their ongoing learning and development. She includes photographs of children to reflect their achievements and experiences. The childminder has started to identify the next steps in children's learning to ensure that they are able to make progress in their learning and development. She plans around children's individual interests each week and ensures that the activities undertaken are evaluated. This ensures that all learning opportunities provided continue to support children's progress well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met