

## Inspection report for early years provision

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<b>Unique reference number</b>	256409
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Deborah Kerry

<b>Type of setting</b>	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 1999. She lives with her husband and three children in the town of Harleston, in South Norfolk. The playroom, kitchen, dining room, utility and toilet on the ground floor of the childminder's house are used for childminding and there is a fully enclosed garden available for outside play. The property is accessed via a step.

The childminder is registered to care for four children under eight at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is able to take and collect children from local schools and pre-schools. She is a member of the National Childminding Association.

The childminder has a cat, three rabbits and four chickens as pets.

## **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 safety although these are not all put into practice. The childminder has developed good relationships with parents to help children feel safe and settled. She ensures that all children are included and plans around their individual needs. The childminder has implemented procedures to meet the Early Years Foundation Stage in most aspects well and ensures that documentation and records are in place. The childminder has evaluated her practice and has clearly identified areas for improvement.

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

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

- extend resources, activities and play opportunities to ensure that children develop an appreciation of diversity and the beliefs of others
- 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**

Children are appropriately safeguarded from the risk of abuse or neglect as the childminder has information on local procedures and is aware of her responsibility to refer any concerns she may have about the welfare of children. Children are cared for in a safe and secure environment. Risk assessments have been carried out on all parts of the property and the childminder completes a daily checklist to ensure that her home is safe for children. The childminder has in place separate written risk assessments for each type of outing she undertakes with children to ensure that they remain safe when away from the home.

The childminder has developed good relationships with parents of minded children. This ensures that children feel settled and secure when in her care. Children are able to self-select resources as the childminder ensures that they are stored within their reach. Children are provided with an environment rich with words as there is a range of colourful displays and storage boxes are labelled with words to support children's early reading skills. This promotes their independence and ensures that all children are able to make choices about what they play with. The childminder writes daily diaries on minded children which she shares with parents and other carers. They all add regular comments to ensure that all those involved in the children's care are kept fully informed about their day and achievements. Parents have also provided positive written feedback on the care and learning that the childminder provides for their children. Children's learning journey records are shared with parents on a regular basis. The childminder has developed good relationships with other practitioners in early years settings minded children attend. She exchanges information about children's interests and learning with staff to ensure the continuity of care in their learning and development.

The childminder has evaluated her good practice through using 'Towards Excellence in Early Years' and has clearly identified areas for development. She is booked on further training in April to ensure that she continues to develop her good practice. The childminder evaluates the activities she plans for children's individual interests and learning needs. This ensures that the activities help to ensure they make good progress in their learning and development.

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

Children are provided with a range of foods by parents that promote their health. They have a good understanding with regard to personal hygiene, as they are supported with hand washing or use wipes before eating. The childminder ensures that parents' wishes are respected regarding children's individual dietary requirements. She ensures that food provided by parents is stored appropriately. The childminder has in place clear procedures to effectively promote children's health and medical needs. Children have access to physical play each day; through walks to the park 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. The childminder has clear written emergency evacuation procedures for the home. However, this is not practised consistently with minded children to ensure that they are developing an understanding on how to promote their own safety.

The childminder has developed her practice and plans a range of weekly themes and topics for children to support their interests and extend their learning. Children undertake a range of activities to support their knowledge on the Christian celebrations during the year. Children have access to limited resources that reflect positive images on diversity to help develop their understanding on the cultures of others. Each child has their own learning journey records. The childminder uses these to record regular observations she undertakes on minded children. These observations are clearly linked to the six areas of learning to show that children receive a broad and balanced curriculum. She regularly identifies the next step in the children's learning and includes these on the weekly plans to ensure that they are all fully supported in making good progress in their development.

Children choose books they enjoy and the childminder reads them stories. This develops children's interest in literacy and teaches them that the printed word carries meaning. Children develop their problem solving skills through completing puzzles, as they confidently match the shapes and colours of the pieces together. The childminder makes the sound of the letters in the alphabet puzzle to develop children's language and understanding of letters to support their early reading skills. Children watch excitedly as the childminder blows bubbles for them to pop; they move to catch them and observe them disappear when they pop. This helps children to learn about how materials they play with can change and supports their physical development well. Children use pencils to draw and colour to develop their dexterity and early writing skills. Children are taken on regular outings within the local community to develop their understanding on the world around them and their environment.

## 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

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### 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

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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

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