

Inspection report for early years provision

Unique reference number	126517
Inspection date	30/09/2008
Inspector	Freeda Wildon

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and two children aged six and nine years in Broadstairs, Kent. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child who is within the Early Years Foundation Stage who attends part time. She is also registered on the Childcare Register and on the compulsory and voluntary parts. All children share the same facilities. The childminder attends carer and toddler groups and takes children on a variety of outings. The childminder walks or drives to local schools to take and collect children. The family has a dog, a rabbit, a guinea pig and a cat.

The childminder is a member of the National Childminding Association and is a member of a local childminding group.

Overall effectiveness of the early years provision

Positive relationships have been developed between the childminder and children. The childminder plans the activities and organises the environment to meet the individual needs of the children at different stages of development. Good links have been established between parents and carers which help to involve them in children's care and education. The childminder has taken positive steps to improve her service by seeking parents' input. She has implemented effective procedures to ensure children are safe in the home and when they are away from the setting.

What steps need to be taken to improve provision further?

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

- improve systems to establish children's starting point and further develop assessments and planning
- ensure children regularly practise emergency evacuation
- further develop the self evaluation process to help identify ways to improve the outcomes for children

The leadership and management of the early years provision

The childminder has a clear understanding of her responsibilities for safeguarding children. She has the appropriate information at hand to help her make prompt responses should she have a concern about a child's welfare. Daily visual risk assessments ensure children are safe and secure in her home. Effective procedures ensure children are collected by authorised adults. This safeguards children's welfare. The childminder keeps a clear record of accidents and has prior written

consent for emergency treatment or advice. She holds a current first aid qualification and has two first aid boxes at hand. As a result, she is able to take appropriate action in an emergency. A written fire evacuation plan, a fire blanket and smoke alarms promote fire safety. However, the practise of the evacuation plan has not yet been established to ensure all children know what to do in the event of an emergency.

The childminder organises her home well so children have ample space to move around freely and safely. The resources are set out in the playroom so children have free choice and are able to independently self-select. All children are made welcome to the setting and the layout of the environment means no children are disadvantaged. The routine is flexible and fits in with parents' patterns of work and with other educators. It allows time for children to experience a varied range of activities in the home and to develop their knowledge of the community. For example, they take part in daily walks with the dog and school runs.

The childminder has a range of policies and procedures some of which are written and available to parents in her the childminder's portfolio. She is able to demonstrate verbally procedures she has in place to promote children's welfare, for example, lost and uncollected procedures. All the required records for the safe and effective management of the setting are well maintained contributing to children's welfare. The childminder provides a useful daily record sheet for parents that records the daily routine, achievements and some next steps. She keeps a copy of these for future planning.

The childminder had not been successful in accessing the Self Evaluation Form on line. As a result, she has not fully evaluated her strengths and weaknesses. However, she has been proactive and devised her own questionnaires to seek parents views for future improvement. She is able to demonstrate the changes she has made since the last inspection to improve outcomes for children. For example, she has introduced a 'chance box' which has had a positive outcome on older children's behaviour.

The quality and standards of the early years provision

The childminder provides a broad range of activities covering all areas of learning. Children have developed a close relationship with the childminder who supports the children well in their learning. When children join the setting the childminder finds out from parents about their interests, likes and dislikes. However, no formal system has been established to formalise their starting point. Parents are given useful written daily information about the activities undertaken and these sometimes include children's next steps. Parents report that they value this information. The system to observe and plan is evolving and not yet fully developed.

Children concentrate well on their chosen activity. They are becoming confident speakers demonstrating through language and action the movements of their favourite characters. Children make connections between real life scenarios and their play, such as shopping and using the till. Children enjoy reading and listening to stories with the childminder. They know their favourite stories. The childminder

provides many opportunities for children to develop their knowledge and understanding of the world and which contribute to their future economic well-being. They have regular access to the computer helping to type the daily record of the activities. They learn to take care of the pets by changing the straw and feeding them carrots from the family allotment. The childminder promotes healthy eating through home grown products. This helps them understand about food from the earth to the table.

Children are learning about healthy lifestyles through regular exercise such as daily walks to the park and to and from school. Children learn to keep themselves safe by knowing the rules about safety when they are away from the setting. The childminder has a good understanding of how to safeguard children's welfare and has at hand the procedures to follow if she were concerned. She has taken appropriate steps in the home to ensure children play and learn in a safe environment. Effective procedures are in place to prevent the spread of infection and appropriate action is taken when children are injured. The childminder has positive strategies in place to manage children's behaviour and, as a result, children are polite and well behaved.

The childminder works effectively with parents and schools to ensure that children are cared well. She provides activities based on the children's interests. The childminder acknowledges children are individual and is able to describe their different stages of development and how she meets their individual needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.