

Inspection report for early years provision

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| Unique reference number | EY217304 |
| Inspection date | 21/10/2008 |
| Inspector | Stephanie Graves |
| Type of setting | Childminder |

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 2001. She lives with her husband and daughter, aged nine, in Dunton Green near Sevenoaks, Kent. The childminder is registered to provide care for five children in the early years age group. She is also registered on the compulsory and voluntary parts of the Childcare Register. She is currently minding four children at different times throughout the week.

The whole of the ground floor and two upstairs bedrooms of the childminder's house are used for childminding and there is a fully enclosed garden for outside play.

The setting is accessible with downstairs toilet facilities. There is a low step leading to the playroom and the garden is on two levels. The childminder walks and drives to local schools to take and collect children and attends the local toddler and childminding groups. She is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Children play and learn in a warm and welcoming setting where their welfare and learning is promoted effectively. The childminder understands their needs and treats them according to their individual needs to help them progress successfully. The systems for observation, planning and assessment are in their infancy, although children are moving forward in their learning and development. The systems for self-evaluation are developing and the childminder is proactive about maintaining ongoing improvement in all areas of her practice. Although daily checks do not identify some potential hazards, the risk assessment and any action taken is otherwise well-recorded. The childminder liaises with parents and schools regularly to ensure children receive consistent support.

What steps need to be taken to improve provision further?

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

- continue to develop strategies for observation, planning and assessment to promote children's learning and development
- improve the risk assessment to include hazards, such as trailing leads, and ensure these are inaccessible to children.

The leadership and management of the early years provision

Children feel secure in the care of a proactive childminder who continually acknowledges them and meets their individual needs. The play room is set out to maximise children's learning potential and encourages them to explore and freely choose their preferred activities in safety. The written records, policies and procedures underpin the childminder's professional approach to her work and

provides parents with good quality information. The childminder discusses children's progress and achievements with their parents and ensures all progress records are available to them. She recognises that every child is unique and provides appropriate experiences and routines to meet their individual needs. She is reflective, has made the necessary improvements since her last inspection and is gaining a good grasp on current requirements. This enables her to take the appropriate measures for the ongoing improvement of the provision through self-evaluation. For instance, she has booked a first aid course well in advance of the expiry of her current certificate, and has arranged future short courses to help develop the systems for observation, planning and assessment. Therefore the quality of the childminder's capacity for reflective practice and improvement is good. Children and parents are consulted about the provision and help contribute towards the self-evaluation process.

The childminder clearly understands the concept of inclusion and promotes this through her practice and children's everyday experiences. She is looking to find ways of ensuring children's individual learning needs are addressed effectively. For example, she is aware that while some younger children need to play with a variety of toys, others may need peace and quiet to complete their school homework. Children are safeguarded through clear procedures that ensure they are safe and well supervised at all times. The childminder understands her duty towards the children in her care and knows the procedures to follow in the event of any child protection concerns. She promotes the learning experiences and opportunities that children need in order to develop the necessary skills for their future lives. Her effective input means the children in her care are progressing well.

The quality and standards of the early years provision

Children feel secure in the childminder's care and are, therefore, able to make good progress in their learning and development. She supports them according to their individual needs and interests. She encourages ongoing communication with them as they play, for instance, by making suggestions or asking questions to help them think and respond to her input. The childminder allows children to follow their interests but also provides them with fresh challenges to help them master new skills. This helps them become independent learners. All children can choose from a wide range of freely accessible toys and resources, which include positive images of diversity and these are carefully stored to ensure accessibility. Boys and girls are considered equally well by the childminder who ensures the range available is suitable and covers all areas of learning. Very young children are not afraid to approach the childminder for a cuddle or affirmation. She is warm in her dealings with them and knows what they need. For example, when they appear upset at the start of the day she soothes and settles them through cuddles, good communication and supporting them as they play. This helps to promote children's emotional needs well.

The childminder plans experiences flexibly for children, for example daily outings or visits to the park, but always ensures experiences are centred on their interests. She is developing the systems for observation, planning and assessment and has just

started recording observations on children to chart their current achievements. Daily outings help to promote their awareness of the local community and diversity in society. This also provides them with plenty of exercise and learning opportunities. Parents are included in decisions about their children's learning and development and the childminder ensures they receive daily feedback about their children's progress.

Children are safeguarded effectively through clear procedures and records that are well maintained and shared with parents. The childminder has a good understanding of safeguarding children and ensures she takes positive steps towards keeping them safe at all times. This means children's welfare remains her priority. She takes steps to ensure that children are unable to leave the setting unsupervised and has clear safety procedures in place for when taking children out. The risk assessment helps to underpin her good practice, although trailing leads in the study area could present a tripping hazard. She teaches children about personal safety, for example, by talking about road safety and practising the emergency evacuation procedure with them. This helps them to become aware of how to keep themselves and others safe in different situations.

Children's health needs are promoted effectively. The childminder ensures all areas of the home are hygienically clean, and ensures children with infectious illnesses do not attend. She promotes regular hand washing and provides individual towels for the children. These measures help to prevent cross infection. Children benefit from the agreements in place concerning the food they eat. The childminder is currently studying food nutrition which means she has a clear idea of the kinds of meals children need to grow and develop healthily. She provides a balanced diet and includes children in discussions to help them learn about healthy eating. Accident and medication records are in place along with written consent to seek emergency medical advice or treatment. This helps to ensure the appropriate action can be taken in the event of an emergency.

Children learn the behavioural boundaries set by the childminder. They receive plenty of praise and encouragement but are also expected to abide by the childminder's simple house rules. They are encouraged to make a contribution to decisions that affect them, such as what activities they would like her to provide. As a result they know their contributions matter. She spends a great deal of time affirming and acknowledging the young children in her care, which promotes their self-esteem and ability to take part in experiences confidently. The childminder manages children's behaviour according to their different ages and stages of development, and ensures their welfare is promoted at all times.

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

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| 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

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| 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? | Good |
| How well does the setting work in partnership with parents and others? | Good |
| How well are children safeguarded? | Good |

Quality and standards

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| 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

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| 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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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 made to Ofsted since registration or 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.