

## Inspection report for early years provision

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<b>Unique reference number</b>	EY369816
<b>Inspection date</b>	02/12/2008
<b>Inspector</b>	Mary Van De Peer
<b>Type of setting</b>	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 2008. She provides care, with her mother and sister-in-law, who are also registered, in her mother's home in Maidstone, Kent. The whole ground floor area of the house is used for minding children and the toilet is located downstairs. There is a fully enclosed garden for outside play. Each childminder is registered to care for a maximum of five children at any one time and are currently minding five children in the early years age group and one in the five to eight years age range. She is also able to support children with learning difficulties or disabilities. The childminder walks to local pre-schools and schools to take and collect children. She also attends the local toddler groups. The childminder is a member of the National Childminding Association and receives support from the Local Authority. The childminder is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

The childminder provides a secure and welcoming environment where all children are able to play freely and safely. A good variety of age appropriate toys and activities, along with an adaptable and easy to use planning system, ensures all children progress well in the Early Years Foundation Stage. Documentation is well kept and effective record-keeping procedures promote an organised childcare setting. A self-evaluation process is developing well and the areas of strengths or weaknesses are being identified, ensuring the outcomes for children continue to improve.

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

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

- ensure observations include the assessment of children's starting points to help provide information regarding their learning and development needs
- further develop reflective practices to compliment and inform self-evaluation processes, helping to ensure on-going improvement in the provision

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

The childminder is very organised and makes sure children's records are completed correctly and promptly, ensuring essential, personal information is always up to date. This includes contracts and consent forms. There is no clear process in place for assessing and recording children's initial abilities and skills when they start, resulting in a short delay in devising individual play plans. However, the childminder makes sure that the equipment, resources and opportunities available are suitable, stimulating and age appropriate for all the children being cared for, from young babies through to older, school aged children. A child with English as an additional language benefits from the childminder's knowledge of a few

common words in their home language. Good liaison with the parents helps promote the child's self-esteem. Thorough risk assessments are carried out and recorded, this helps keep the environment safe for children to play in. A flexible, daily routine means children benefit from indoor and outdoor play opportunities. Visits to local amenities, such as toddler clubs and the library, are also made. The childminder works closely with parents and makes sure they have copies of her detailed but easy to read policies and procedures. Parents must also sign any relevant entries in accident and medication administration records. Regular feedback is given verbally and a contact book is used between the childminder, parents and pre-school, building positive and valuable links with all those parties involved in the children's care. Although the childminder is just establishing her self-evaluation system, she has recognised the advantages of attending further childcare training and workshops. She plans to link these into areas she has identified for improvement, such as the benefits of reflective practice. A good knowledge and understanding of child protection procedures and the role of Local Safeguarding Children Boards, means the childminder is able to deal with any concerns effectively. She works with another registered childminder and together they provide a professional service for children and their families.

## **The quality and standards of the early years provision**

Children are able to access a range of toys and equipment that promote the areas of learning. There are construction activities, dolls, books, puzzles and creative materials available. Children are learning about size and shapes, with number recognition used in various play situations. They communicate well with the childminder and she asks them questions, encouraging them to take on different challenges, for example, feeding themselves at lunch time and playing a musical instrument. The childminder develops her knowledge of each child's interests and skills, this information is used to inform future plans so their next steps can be provided for. There are opportunities for children to learn about personal care and safety. They wash their hands before meals and an emergency evacuation procedure is discussed. Children are aware of the boundaries and the childminder promotes good behaviour by being consistent in her expectations, guidance and praise. She talks and listens to children and gives them time to speak back to her. Children mainly eat food provided by parents, however, snacks and drinks are provided by the childminder, with any information on allergies and preferences being obtained. Overall, the childminder offers children effective learning opportunities within a safe and caring 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
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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.

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.