

Inspection report for early years provision

Unique reference number	EY370849
Inspection date	17/03/2009
Inspector	Freeda Wildon
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 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 lives with her young family in a residential area of Broadstairs, Kent. The whole ground floor of the childminder's house is used for childminding and children use the bathroom on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time. The childminder is currently minding two children in the early years age range. She walks or drives to local schools to take and collect children. The childminder attends the local toddler group. The family has two guinea pigs.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder is developing her practice by attending training to enable her to provide activities to support children's progress. She has a sound knowledge of the Practice Guidance for the Early Years Foundation Stage. The planning of the activities is based on individual children's needs and interests to ensure all children make good progress. There is a system to review all aspects of the childminder's service through self-evaluation which identifies areas for future improvement, but this is not fully implemented. However, she shows commitment for future development and willingness to attend future training.

What steps need to be taken to improve provision further?

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

- improve the written records of risk assessments carried out to include outings and include date of review, and any action taken following a review or incident
- continue to develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- prepare a log to record any future complaints and share with parents

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission at the time of the child's admission to the provision, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 31/03/2009
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and welfare) 31/03/2009

The leadership and management of the early years provision

The childminder organises her home so that it is warm and welcoming to children and their families. She ensures that the toys and equipment are accessible to support children's independence. The childminder minimises risks to children by conducting comprehensive risk assessments for her home and the garden. She ensures that children are safe when they are away from the setting but does not keep a record of this. There is a fire evacuation plan, smoke alarms and a fire blanket contribute to children's safety. The home is very clean and well maintained. The childminder uses the space well allowing children to feel comfortable. Good procedures are in place to prevent the spread of infection. Most of the required documentation is in place. However, the childminder does not obtain prior written consent from parents for emergency medical advice or treatment. This is a breach of requirements. Although the childminder did seek permission by telephone to give some medicine on one occasion, she did not have prior written consent. This is also a breach of requirements. The childminder has a sound knowledge of child protection issues which ensures children are safe and protected from harm. Her up-to-date first aid knowledge and equipment enables her to take appropriate action if a child is injured.

A 'parent pack' is provided for parents with the childminder's policies and procedures which supports her practice and keeps parents informed. Parents are made aware of the Early Years Foundation Stage (EYFS) through posters. They are well informed about the activities and their children's routine through comprehensive daily diaries. Included in the parents' pack is the procedure on how to make a complaint and a poster clearly shows how to contact Ofsted. As yet the childminder has not prepared a log to share any future complaints with parents. She recognises the importance of working in partnership with parents and carers, and is currently working on a system for formal feedback to help her improve her service. The childminder has started to identify her strengths and areas for improvement. She has a positive attitude towards improvement and is keen to attend further training. She strives for improvement through sharing good practice with local childminders and is supported by the local childminding mentor.

The quality and standards of the early years provision

Children are confident and self assured in the care of the childminder who is warm and caring in her interaction. All children experience a welcoming service. Children are happy and contented, and make themselves at home with the childminder. She plans and provides experiences to meet their differing needs and abilities. The childminder ensures there are regular assessment plans to support children's progress in all areas of learning. Young children are beginning to select equipment independently and receive support from the childminder, who in turn, builds on children's preferences and choices. Their independence is further promoted at meal times when they feed themselves and explore the different textures in their food. However, opportunities for them to explore other mediums such as paints

are not fully in place; there are future plans for messy play in the garden as the weather improves. Young children are encouraged to actively communicate, for example, using simple noises to represent animals in books. They love books and happily snuggle up to the childminder as they read simple picture books. Furthermore the childminder reinforces their vocabulary through conversation. Children's imagination is fostered as they role play with cups and saucers pretending to make a cup of tea. Young children enjoy music and regularly attend bounce and rhyme sessions to develop their imagination and creativity.

Children learn about healthy lifestyles from the food parents provide and by the childminder talking to them about healthy foods. They eat sitting in their high chairs and eat with the family. Children are learning about good hygiene practices through routines such as washing hands before eating. Babies cruise safely around the furniture whilst they are learning to walk independently. Children enjoy regular visits to the park and to soft play areas. This provides them with opportunities for physical exercise and fresh air. Children's counting skills are promoted through daily routine, for example, in books, and counting squirrels when they see them in the park. Regular visit to the shops and visits to local social groups extend children's knowledge and increase their awareness of the local environment. There are some resources for the children to select which promote diversity and increase their awareness of others. The childminder reviews her service and has decided to extend the range of resources and build her understanding of learning difficulties and disabilities.

The childminder uses lots of praise and encouragement, applauding babies when they do something new. This promotes their self-esteem so they feel good about themselves. Young children are learning about right and wrong. They can understand the rules and can anticipate when the childminder is likely to say no. The childminder shares the behaviour management policy with parents and agrees with them appropriate ways of managing their children's behaviour. These methods take into account the children's age and stage of development. Interaction with social groups and meeting with friends helps build relationships. There is a settling-in procedure that takes into account children's individual routines to enable them to feel secure. In addition, the childminder works closely with parents to ensure children settle well and reassure parents during the time of separation. Children are learning to keep themselves safe through regular practice of fire drills. They learn about road safety through the childminder modelling safe practice, for example, crossing the road on outings.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	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