

## Inspection report for early years provision

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<b>Unique reference number</b>	EY373886
<b>Inspection date</b>	23/02/2009
<b>Inspector</b>	Jenny Kane
<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 has been registered since July 2008. She lives with her husband and two school-age children in the Great Chart area of Ashford. The ground floor of the childminder's house is used for childminding with access to the upstairs toilet, one bedroom for sleeping and another for older children's play. There is a fully enclosed rear garden for outside play. Her home is reasonably accessible with parking close to front door. Schools, pre-schools, toddler groups, shops and parks are within walking distance. The family has a dog.

The childminder is registered to care for a maximum of five children at any one time. She is currently minding seven children aged between one and seven years. Of these, five are in the Early Years Register age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register and is currently caring for two children in this age group. The childminder supports children who speak English as an additional language. The childminder holds the NNEB qualification in childcare and is a member of the National Childminding Association.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are progressing well in the Early Years Foundation Stage (EYFS) because the childminder has a childcare qualification and previous experience working with young children. She has a good understanding of child development and of how children learn through stimulating and interesting play activities. Her good quality policies and procedures are effective and inclusive for those children who attend, helping to ensure she meets children's individual needs. She demonstrates a good commitment to her self-development and continuous improvement to her provision.

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

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

- develop the recording of observations of each child's achievements and use them to identify their next steps and inform any future planning
- extend the record of risk assessments to include more detail of each area of the home and outings.

## The leadership and management of the early years provision

The childminder is well organised and has effective and clear policies, procedures and information in place so that all parents are clear about her service. However, there is limited information for parents about the EYFS. All legal documentation is in place and well maintained. Children's records are confidential, shared appropriately with parents and contain relevant and useful information. Parents

share information about their child's routine and any particular requirements when they first start to attend. The childminder encourages several settling-in visits which are beneficial to the children. She uses a daily contact sheet on which she records information regarding meals, sleep patterns, nappy changes and activities. This helps parents to know what their children have done and helps with continuity of care. Consequently, she has established a good working relationship with parents who are happy with her service.

The childminder demonstrates a good understanding of her duties and responsibilities with regard to child protection and is confident about raising concerns. She has a written policy, which is in line with the Local Safeguarding Children Board procedures and the sharing of this with the parents ensures she safeguards all children in her care. The childminder has developed a good network of support with other childminders, which includes back up in case of emergency. Outings and joint visits enable children to socialise and meet with other children. She attends the local childminding group where she enjoys meeting others, discussing issues and partaking in training. This ensures she keeps up-to-date with good childcare practice and helps her to provide a professional service. Although the childminder has yet to do this formally, she has a good understanding of the benefits of self-evaluation. She has a good understanding of the strengths and weaknesses of her childminding service and is clear about how she will make ongoing improvements.

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

Children are happy and settled. They enjoy close relationships with the childminder and this helps them feel secure and supported during their play and learning. The childminder has a good awareness of the welfare requirements, the EYFS framework and the six areas of learning. She plans a varied mix of activities around children's abilities, interests and various topics. She supports children's learning through paying them good attention, whilst allowing the freedom to move about independently. Children freely choose what they play with from the good range of easily accessible toys and equipment. Older children enjoy helping prepare meals, planning activities and understand the house rules. Consequently, they are well occupied and engaged, which results in good behaviour. The childminder encourages sharing and uses good explanation. For example, when two children both want the play mobile phone she finds another. The childminder joins in and they continue happily pretending to have conversations.

The play area is bright and stimulating with plenty of work displayed. Posters and the labelling of many of the toys helps children identify the written word and number. There are a good amount of resources, which help children's numeracy and counting. Children are developing good communication skills and the childminder encourages speech by talking to children clearly and using good questioning. While playing with the foam letters children identify some familiar letters and they discuss 'M' is for mummy and try to find the letter for their own name. Children then line the letters up talking to the childminder about their shapes and colour. There is a very good supply of books and the children enjoy regular story and singing times. One child remembers a recent trip when they went

on the bus to the library to borrow books.

The childminder makes observations of the children during play and notes down achievements and interesting points to share with parents. She records these observations and is developing folders to hold written information. However, she has not yet fully developed a system, which links to the EYFS or identifies children's next steps. She makes time each day to spend individual time with children and this helps to support their care, learning and individual needs. Although the childminder is not currently caring for children with learning difficulties or disabilities, she has previous experience and is confident in her ability to care for children with a range of abilities and needs. Her good awareness of equalities issues and attendance of training enables her to provide an inclusive service. Children have access to a good range of play materials, which reflect diversity and positive images. This along with other topics, festivals and outings in the community helps children gain an understanding of the wider world.

Children are cared for in clean, comfortable, secure and welcoming premises. The childminder gives high priority to children's safety, health and to promoting their welfare. She is vigilant about safety and carries out daily checks of the equipment and all areas used by children to assess and eliminate risks. However, her written risk assessments are limited and lack detail. Children understand about keeping safe through practising fire evacuation drills, learning about the house rules and road safety on outings. Her emergency plan with another childminder ensures continuity and support. Children learn the importance of keeping healthy through good hygiene practices, eating nutritious meals and regular exercise. They have many opportunities to be active during trips to local parks, nature walks, toddler groups and walking to and from school. On outings, the childminder is well organised, carrying first aid supplies, details of the children and herself and only visits venues, which are suitable and appropriate.

## 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.	2

### 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?	2
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>	2
<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?	2
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

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.