

## Inspection report for early years provision

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<b>Unique reference number</b>	125266
<b>Inspection date</b>	24/10/2008
<b>Inspector</b>	Cilla Rachel Mullane
<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 1988. She lives with her husband, who works as her childminding assistant, in a residential area of Herne Bay, Kent. The house is situated within walking distance of shops, schools and a park. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She may care for six children under eight years, of whom not more than three may be in the early years age group at any one time. When working with her assistant, they can care for six children under eight years, all of whom may be in the early years age group; of these, two children may be under one year at any one time. At present, the childminder cares for 17 children, aged between four months and nine years, on a part-time basis.

The childminder is a member of the National Childminding Association and has a National Vocational Qualification (NVQ) in childcare and education at level 3.

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

The childminder knows the children very well, which enables her to provide an enjoyable experience for all children. For example, she arranges the room daily with toys which she knows are the favourites of children attending that day. She is working hard to improve her planning of activities based on observations of the children in order to further meet children's individual needs. She is enthusiastic about improving the childminding provision, and committed to learning more about childcare, for example, by attending training for the Early Years Foundation Stage. The childminder is well organised, for example, there is a clear plan of children's times of attendance and documentation is clear and well maintained.

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

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

- ensure that parents receive accurate and up to date information about how to make a complaint and safeguarding children procedures.
- develop systems of planning for individual children's needs, based on observations and their interests, and monitor their progress from their starting points
- further develop systems to evaluate the childminding provision in order to identify strengths and weaknesses, and areas for improvement
- develop systems to ensure continuity where children attend more than one early years setting.

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

- keep a record of risk assessment stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).

21/11/2008

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

The childminder is committed to improving her practice and her childminding service, and is keen to attend training about the implementation of the Early Years Foundation Stage. She has made satisfactory progress with the recommendations from the last inspection, for example, taking the children to the park to use challenging apparatus more frequently. She has not been able to access the online self-evaluation, or assessed her practice formally, but she has a clear idea of her strengths, including good quality craft activities, such as junk modelling. She is aware that she needs to further develop her planning to meet the needs of individual children. The childminder's husband assists her caring for children. He plays an equal part in the childminding, and is especially good at gardening with the children, and providing enjoyable cooking activities. Children benefit from having a male role model.

The childminder has a professional and friendly relationship with parents and carers. A comprehensive selection of policies and procedures covering relevant areas of provision inform parents about practice, for example, how the childminder manages children's behaviour, and parents sign to say they have read them. However, the complaints procedure and the policy regarding safeguarding children do not give parents accurate and current information. Children are cared for according to parents' wishes as the childminder obtains their permission for relevant aspects of care, such as outings, routine walks and use of outdoor equipment. Parents' day books give parents important information about their children's activities and achievements, and present an opportunity for parents to express their wishes and views. The childminder gets to know children well at the start of a childminding arrangement, because she asks parents to complete a comprehensive record of their child's individual needs, such as food which they dislike, toileting needs, when they sleep and how they settle, and favourite toys and books. The childminder has not yet put into place systems to ensure continuity through an exchange of information where children attend more than one early years setting, such as sharing information with pre-schools.

The childminder's policy for safeguarding children does not fully reflect Local Safeguarding Children Board procedures, so parents do not see accurate information. However, the childminder has attended child protection training, and has good information available, to which she would refer should she have concerns about a child. As a result, children are effectively safeguarded.

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

The children's environment supports their learning and helps them make progress. The childminder has a good knowledge of individual children's favourite toys and activities, and ensures these are available to them. Older children go upstairs to a well stocked toy-store to select their own resources. The childminder is developing a selection of pictures of resources available, so all children can self select freely. Therefore children enjoy their play, and make good use of learning experiences.

Children enjoy a varied range of opportunities, which enables them to make progress in all areas of development and learning in the Early Years Foundation Stage (EYFS). The childminder has an appropriate understanding of child development and how children progress and learn, and can describe individual children's achievements and needs. She has started to plan activities, carry out observations, and identify any support which individual children need. However, as yet, planning is not linked to areas of learning, and observations are not used fully effectively and consistently to ensure children make optimum progress. Children's starting points are not recorded, and so a record of progress is not clear. However, the childminder has booked a place on a course to inform her how to use the EYFS more effectively to plan for children, and is keen to develop this area.

Adult-led activities are fun and varied, and include all the children. For example, small children have crayons and paper in their high chairs, while older children stick and create at the table. Children are able to develop activities using their imaginations, such as making monster faces with sunflower seeds on paper plates. Cooking is a favourite activity: children weigh and measure, take turns, and learn about healthy food. Activities such as planting sunflowers involve all the children, and involve parents when children take plants home. Children learn about life cycles, develop social skills when they share tools, learn new vocabulary, and design when sticking seeds in patterns.

The childminder has made the house and garden safe and secure for children, for example, by the use of safety gates. She discards toys or equipment which are broken, or being used inappropriately by children. Therefore children are safe. However, she does not keep a record of when risk assessments are completed, or any action taken as a result. The childminder and her assistant are extremely vigilant regarding children's safety: they place a movable screen across the large room so babies can play safely away from older more boisterous children, and so that children are not tempted to run around the spacious lounge. Children are helped to understand the dangers of fire, as the childminder reads a book with them about the dangers of matches. Furthermore, all children are included in fire drills, and a record is kept of who took part. Road safety is discussed with children during the walk to school, when they learn to cross roads safely, and hold the buggy.

Children enjoy playing outside in the garden, learning the benefits of fresh air and exercise. They pedal bikes and play in the sand. Opportunities to play on large apparatus are less frequent, but children visit local parks, and walk to the local school. The provision of separate towels with children's names on them helps to minimise the spread of infection. Children with allergies are very well protected: care is taken to provide suitable special diets, and the childminder ensures children do not share food. Children who require medication are cared for sensitively and thoughtfully. Fruit and vegetables are provided as snacks, so children discuss the

benefits of a healthy diet.

The childminder and her assistant enjoy their work, and they create a relaxed atmosphere by displaying a sense of humour and pleasure in their work. Children respond by being relaxed and happy. The childminder places a good emphasis on helping children to feel secure in her home. They benefit from a settling-in period. She sets their favourite toys out on arrival, especially after a period of absence. They have comforters and choose a soft toy to cuddle as they go to sleep. Consequently, children are settled and ready to play and learn. Children generally behave well, as both the childminder and her assistant set a positive example by being polite and kind. There is an emphasis on giving rewards and attention, and any poor behaviour is understood and dealt with sensitively, as the childminder makes sure she finds out possible causes, such as if a child is not sleeping well. Children benefit from having clear boundaries, for example, they are discouraged from running indoors, and they learn good manners and social skills when they all sit together at the table to eat.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
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?	Satisfactory
How well are children safeguarded?	Satisfactory

### Quality and standards

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

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 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.