

Inspection report for early years provision

Unique reference number	EY362743
Inspection date	04/02/2009
Inspector	Jenny Kane
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 has been registered since October 2007. She lives with her husband and two young children in West Malling. All areas of the childminder's house are used for childminding except for the main bedroom. There is a fully enclosed rear garden for outside play. Her home is readily accessible with parking in the front drive and downstairs facilities. Schools, pre-schools, toddler groups, shops and parks are within walking distance.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. The childminder also offers care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary parts of the Childcare Register. However, there are currently no children on roll in this age group. The childminder supports children who speak English as an additional language. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children play in a safe, secure and welcoming environment where the toys are accessible and well organised. They enjoy positive relationships with the childminder, who supports them well during play enabling them to make steady progress in the Early Years Foundation Stage (EYFS). Effective partnership with parents enables the childminder to support children's individual development needs and provide an inclusive service. She uses self-evaluation to identify her strengths and areas for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop knowledge of the learning and development requirements and how the activities provided for children support their development in each of the six areas of learning
- consider how to share information with parents about their children's progress within the EYFS so they can continue their learning at home
- make sure there is a system to record complaints.

The leadership and management of the early years provision

Information for parents is clear and displayed in a prominent position. Children's records are confidential, shared appropriately with parents and contain relevant and useful information. This ensures the childminder is able to meet children's individual needs and requirements. She maintains a range of written policies and procedures ensuring parents are aware of the service she offers. All required

documentation is in place and regularly updated. However, although there is a clear complaints policy there is no system yet to record any concerns. The childminder takes positive steps to ensure children's safety by checking areas before children arrive and carrying out regular risk assessments of her home, garden and any outings. Children learn about their own safety. For example, they practise fire evacuation drills, learn how to go upstairs carefully and when they go out learn about road safety. The childminder has a good knowledge of child protection. She has attended recent training and has a written policy. She is clear about her role and responsibilities and this safeguards all children in her care.

The childminder has developed good working relationships with parents. Good communication ensures parents have information about routines, activities and their children's care. The childminder has developed a network of support with other childminders, which includes joint outings and backup in case of emergency. She has a positive approach to her self-development and attending training. Since registration, she has identified some areas for improvement and made relevant changes. She sees the value in self-evaluation and has a good commitment to developing this.

The quality and standards of the early years provision

Children are settled, make themselves at home and approach the childminder for attention and cuddles. She is aware of their linguistic needs and converses in both English and Polish. This helps children feel included and secure in her care. The childminder has a good awareness of equalities and a good commitment to inclusion. Although not currently caring for children with learning difficulties or disabilities, she is confident about caring for children with a range of abilities and needs. Children are becoming independent and make choices about what they play with. They have their favourites and freely help themselves from the boxes and cupboards around the play area. Because children are engaged in play and have access to a good supply of toys, there are few opportunities for unwanted behaviour. When incidents occur, the childminder uses explanation and discussion, which is appropriate to the child's age and understanding.

The care provided for children is good. They are happy, confident and show a good attachment to the childminder. The childminder works with parents to keep children's routines similar to those at home, which helps to provide continuity of care. The use of contact books to record progress and activities backs up the regular discussions enabling parents to be fully involved in their children's care.

Children enjoy a good balance of activities, which effectively help them to learn and develop. The childminder has a good awareness of how children learn through play and observes what they are doing during activities. Although she is able to identify how children are progressing, she has not yet developed her systems for monitoring what they are learning within the EYFS. Consequently, parents do not have enough information to fully support children's learning at home. The childminder's knowledge of the EYFS framework is currently limited and she is keen to increase this through training. Although her planning is not yet linked to the EYFS and the six areas of learning, she is beginning to introduce some of the

elements and areas into play. For example, during play with the puzzles, the childminder sits on the floor and makes the activity interesting through encouragement and conversation. Children talk about colours and shapes, finding where each piece fits to make the picture.

There are good opportunities for children to partake in physical activities. They enjoy regular walks to local playgrounds and the nearby country park. This enables children to look at nature, feed the ducks and learn that exercise keeps them healthy. They enjoy socialising and meeting with other children when they visit local toddler groups, a singing group and the library. Children eat and sleep according to their individual requirements. They sleep in the upstairs bedroom, bring favourite toys for comfort and the childminder monitors frequently. Children enjoy nutritious meals and snacks provided by the childminder and prepared daily. They sit together to eat a thick soup made from vegetables. Older children are able to feed themselves and confidently indicate when they have finished. They are beginning to learn about hand washing before and after meals. The childminder reinforces good hygiene by maintaining high standards of hygiene thus preventing the spread of infection.

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?	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

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

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

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.