

Inspection report for early years provision

Unique reference number	125524
Inspection date	05/02/2009
Inspector	Jane Wakelen

Type of setting	Childminder
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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 1998. She lives with her two children aged 13 and 15 years in Faversham, Kent, close to local schools and parks. The whole of the ground floor of the childminder's home is used for childminding. She has a pet rabbit. The childminder works with another registered childminder in her own home.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. However, when working with another childminder at the same address, may care for a total of no more than six children under eight years, of whom no more than six may be in the early years age range. She is currently minding nine children, in this age group with her co-childminder. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends the local toddler group. 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 benefit from a welcoming, safe environment where children can explore and experiment with an exciting range of activities to meet their developmental needs. All children make good progress towards the early learning goals given their individual starting points. Children have excellent opportunities to learn about a healthy lifestyle and essential hygiene routines through support from the childminder and her co-childminder. There are sound procedures in place to promote partnership with parents ensuring all children's needs are fully promoted. The childminder and her co-childminder have an accurate understanding of their strengths and areas to improve, because they evaluate their service on a regular basis to promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure ongoing observational assessment is used to inform planning for each child's continuing development through play-based activities
- ensure the assessments of children's learning and development are recorded under the six areas of learning and given equal importance.

The leadership and management of the early years provision

The childminder works effectively with her co-childminder and have equal responsibility for the childminding practice. They both self-evaluate the service being provided and make suggestions about ways to improve opportunities for all the children attending. As childminding takes place between two premises, the childminders carry out the risk assessments in their own homes, but take an active responsibility for all other areas on an equal basis, such as completing the self-evaluation form. At the end of the day, or during activities the two childminder's discuss how children have responded to activities and how the children's skills can be further extended.

The childminder also works in a nursery where several of the children attend from her provision. This promotes opportunities to exchange information on the children's development with the nursery and the parents, providing continuity of care and ensuring children make good progress in their learning. The childminder confidently shares information about the children's achievements with her co-childminder to support the assessment records in extending children's development.

Children benefit from the excellent partnership with parents to support their learning and ensures parents can play an active role in supporting the assessment process. Parents receive information verbally on a daily basis and are able to see the children's assessment records on request. At the end of the term parents receive a written summary of their child's development. However, this is not recorded under the six areas of learning, which prevents parents linking it directly to the Early Years Foundation Stage.

Children are extremely safe in the childminder's home because the childminder has an excellent understanding about child protection. She has attended training and there is a written policy in place which is implemented effectively. All the necessary documentation is available to use if the childminder has any concerns about children in her care and procedures, such as the risk assessments and visitors' book promote children's well-being.

The quality and standards of the early years provision

Children experience a good range of activities and experiences at the childminder's home, both indoors and outdoors. Children access the toys from low level storage with additional resources selected by the childminder and her co-childminder, such as recyclable materials to make a pirate ship. Children are able to use the outdoor area on a daily basis as it is undercover and provides a popular choice with the children. Children learn to use a range of tools, developing their hand-eye coordination digging in the soil and transferring this from one container to another. They use pens to write on the wooden board, and chinks on the ground to experiment making marks with different mediums. Children enjoy helping feed the rabbit in his hutch and opportunities to use the large play equipment, such as the sit and ride toys. Children explore different mediums, such as jelly and shaving

foam, developing their senses and using their imagination and creativity. Water play is a favourite of some children, who seek every opportunity to experiment, such as pouring the water jug into their snack bowl, enjoying the endless possibilities.

Children are able to make good progress in their development because the childminder has a good understanding of the Early Years Foundation Stage. She obtains starting points from the parents and uses these to plan activities to meet children's individual needs. She works in partnership with her co-childminder to make regular observations of children's progress and use these to plan activities to meet children's interests, whilst developing their learning. However, observations are not always fully evaluated resulting in some learning not being acknowledged. Assessment arrangements are in place and linked to the assessment scales to ensure all areas of learning are addressed.

Children learn about healthy lifestyles, through discussion about healthy eating, making choices from healthy options at snack time and following good hygiene routines. Children are encouraged to clean their teeth after meal times, promoting good self-care routines and promoting children's independence. They gain an excellent understanding about staying safe, learning to sit on their chairs properly, not to run indoors and keeping their fingers away from the doors. Thorough risk assessments, together with measures, such as stairgates, finger guards and socket covers, contribute to children's safety. Children have good opportunities to develop an understanding about each others differences and learn to care for each other and share the toys. The childminder provides support and guidance for children to promote their awareness of diversity, within their own society, using a range of toys and practical activities, such as eating different foods from around the world and using books to develop their awareness.

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?	1
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?	1
How well are children safeguarded?	1

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?	2
How well are children helped to stay safe?	1
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?	1
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

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.